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ABSTRACT

This resource booklet attempts to describe the new directions of the department head role. In a recent study by Kenneth Leithwood, "The Secondary School Department Head," 1987, department heads identified democratic decision-making, human relations, planning for program and staff development, and teacher supervision as functions crucial to the role but for which they felt ill-prepared. This resource booklet outlines a profile of effective growth in the role and a comprehensive role description. Practical suggestions for application and performance improvement are incorporated as well. An overview of Leithwood's "profile summary" is placed at the beginning to serve as a reference point. An outline for a system role description is then presented in a form that provides the department head with a list of specific responsibilities and expected practices. The rest of the booklet provides specific explanations and practical suggestions for implementing the various aspects of the role description. Emphasis is placed on the most significant changes in the department head role. (SI)

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NEW DIRECTIONS FOR DEPARTMENT HEADS

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HEADS UP

New Directions for Department Heads

A resource booklet published by the Professional Development Committee, O.S.S.T.F., 1987.

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TABLE OF CONTENTS

Introduction 5
Expectations of Today's Department Heads 11
Professionalism 15
Program Development and Implementation 43
Supervision of the Quality of Instruction 67
Overall Organization and Management 113
School and Community 125
Conclusion 133
Bibliography 135
Appendices 137

APPENDICES

A O.M.E. Regulation #262/81
(Duties of Teachers in Charge of Organizational Units)

B O.M.E. Regulation #262/83

C O.S.S.T.F. — Section 4
(Collective Bargaining Tenure Policy)

Acknowledgements

The writers would like the acknowledge the significant contributions made by Ken Leithwood (O.I.S.E.) and Prentice-Hall, Inc.

Leithwood's *THE SECONDARY SCHOOL DEPARTMENT HEAD* presents a detailed profile summary for growth in effectiveness in the position, and provides the philosophical framework for the booklet.

MAKING THE GRADE and *SUPERVISION FOR BETTER INSTRUCTION* have been used extensively because they are process oriented. They provide many specific strategies for dealing with the practical problems of implementation faced by department heads.

We heartily recommend these books for all department heads and those aspiring to the position.

Introduction

The nature of the society in which we live is changing rapidly, and social institutions are all being influenced by these changes. Schools too are changing and a significant role in this process of change is played by the secondary school department head. There is no simple definition of this role. The range of duties and responsibilities identified is complex and subject to changes and last-minute additions. There are changes in curriculum due to OS:IS that will be far-reaching and long-term in their effects. Expectations with regard to staff supervision and staff development hold major implications for effective performance in the role.

A recognition of the department head as an agent and promoter of change is necessary by the heads themselves, and by those who supervise their work. The expansion and diversification of the department head's role make the job much more difficult. Given the fact that first and foremost the head is expected to be an exemplary teacher, the concern is with time and effectiveness. The key question is: — "How can this extremely demanding job be carried out effectively and efficiently?"

When heads were asked what they would expect to see in a resource booklet for department heads, they responded that it should help them:

- to cope with the demands of OS:IS and
- to deal with the task of motivating teachers for purposes of improving teacher effectiveness; in other words, how to bring about real growth and change through developmental supervision.

In a recent study by Leithwood **(THE SECONDARY SCHOOL DEPARTMENT HEAD 1987),** department heads identified democratic decision-making, human relations, planning for program and staff development, and teacher supervision as functions crucial to the role and for which they felt ill-prepared.

The resource booklet, **HEADS UP**, attempts to address the above-mentioned concerns by outlining a profile of growth for effectiveness in the role and a comprehensive role description. Practical suggestions for application and performance improvement are incorporated as well.

The individual in the role (or aspiring to the role) of department head needs to know role expectations and the theoretical ideal for performance so that degree of effectiveness can be monitored and strategies for growth in effectiveness planned. An overview of Leithwood's "profile summary" is placed at the beginning so that it can serve as a philosophical reference point for practices that inform the various aspects of the role description. A department head can use the "profile summary" for self-evaluation and for planning personal and professional growth with an eye to eventually performing consistently at the highest level. An outline for a system role description is then presented in a form that provides the department head with a list of specific responsibilities and expected practices. The purpose of this description is to clarify and define the parameters of the role of the department head. It is designed to reflect the major change in the role away from management towards instructional leadership (with emphasis on professionalism, supervision and curriculum development, implementation and review.)

The rest of the booklet provides the reader with specific explanations and practical suggestions for implementing the various aspects of the role description. The separate sections are by no means comprehensive as far as theory and practice are concerned. The intent is to provide the department head with accessible information regarding current theory and manageable suggestions for immediate application. By using the profile summary and role description, the department head should be able to develop a personal plan for improving role effectiveness.

The position of department head in a secondary school holds the potential for powerful positive influence. Growth in effectiveness of this leadership position is, first of all, the responsibility of department heads themselves. However, the concept of the effective department head requires sustained reinforcement and support from all parties in the educational community, in particular the principal and the superintendent. Without a solid commitment from the key administrators in the school and the system, little effective change will occur and the full potential of the position of department head will never be realized.

The Secondary School Department Head — Profile Summary

The "profile" of department head effectiveness developed by K.A. Leithwood and associates **(THE SECONDARY SCHOOL DEPARTMENT HEAD, 1987)** is intended to clarify the department head's role as it relates to school improvement and to serve as a framework for identifying the professional development needs of department heads.

A profile is a multi-dimensional, multi-level description of beliefs, intentions, and actions (broadly referred to as practices.) It identifies those categories of department head practices considered critical in determining the department head's impact on the school and it outlines alternative patterns of practice within these categories, ordered from least to most effective. Outcomes considered desirable for students to achieve are taken to be the fundamental basis for defining department head effectiveness. Criteria for effectiveness are based on the extent to which students grow in:

- complex intellectual skills
- affective traits concerned with self-esteem and self-direction
- conventional subject matter knowledge
- basic skills

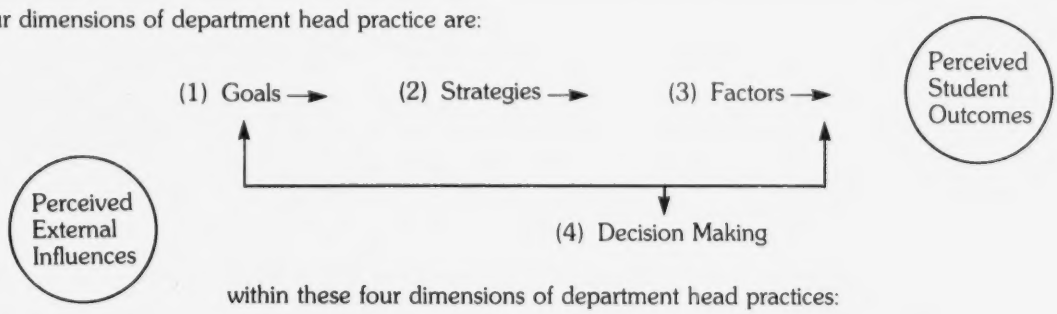
Current Ministry of Education policies have formed the basis for the basic set of outcomes to be achieved in developing the Head's profile. Taken as a whole, these outcomes are sometimes referred to as the "image of the educated person" **(ISSUES AND DIRECTIONS, 1981)** to which schools in Ontario aspire. Major aspects of the image espoused by the O.M.E. are:

- a self-motivated, self-directed problem solver aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments;
- a methodical thinker capable of inquiry, analysis, synthesis and evaluation, as well as a perceptive discoverer capable of resourcefulness, intuition and creativity;
- lifelong learners who think clearly, feel deeply and act wisely.

Role effectiveness for department heads is based on the following tenets:

- the effective department head makes a large number of significant curricular decisions;
- these decisions significantly influence the quality of a student's school experiences;
- the department head's objective in curricular decision making is to give coherence and purpose to students' school experiences;

The four dimensions of department head practice are:



within these four dimensions of department head practices:

Establishing Goals Developing Strategies Ascertaining Factors Making Decisions

Growth in effectiveness is associated with:

Changes in situational sensitivity Systematic approaches to decision-making Ethical defensibility of procedures for establishing goals Quality of procedures used by department heads

As Leithwood explains, secondary schools are primary targets of reform at present. One positive consequence of this has been escalation of efforts to better understand the nature of secondary schools and processes likely to lead to improvement. Recent studies suggest that school based control of change processes (as opposed to externally mandated processes) depends heavily for its success on the changed management skills of school leaders. The potential for fostering such change through leadership exercised by department heads is evident in the numbers of department heads in many secondary schools, their specialized curricular knowledge and their cultural proximity to teachers. It is also evident in the value attached to the work of those in the role by secondary principals.

The goal of the study was to discover how department heads carrying out their normal complement of assigned functions, could contribute most to school improvements. The summary of the "Department Head Profile" (see Figure 1) should be most useful in assisting those in the role to improve their practices. The "Goals" dimension describes those intentions personally adopted and internalized by the head as the basis for decision-making and action in the department and school. In addition to the nature of the head's goals, this dimension also describes the sources and uses of such goals. As heads become more effective, they pursue goals more closely related to legitimated curriculum policies usually informed, as well, by a personal philosophy regarding what it means to be an educated person. Highly effective heads initiate contact and assist staff to understand curricular goals and how instruction within their subject area contributes to the achievement of these goals: such goals for students provide the focus for most of the head's decisions, planning and evaluation.

Leithwood's "Factors" are those aspects of the classroom and school which are experienced directly by students and which influence what they learn. Heads accomplish their goals to the extent that they are able to shape the condition of these factors. The procedure involves a staff and requires that department goals be set and reviewed at least once a year. Seventeen factors which heads are capable of influencing were identified. (see Figure 2) As Heads become more effective, in part because of the nature of their goals, they attempt to influence most factors at least in the long run. A narrow range of factors may be pursued in the short run because of special needs and priorities. Less effective heads never address the whole range of factors; indeed, the least effective heads devote their full attention to just materials and resources, subject content covered in class and classroom management. Highly effective heads also have quite specified expectations regarding desirable practices in the case of each factor. These expectations are based on research and the professional judgement of themselves and knowledgeable colleagues.

Heads influence the condition of whatever factors concern them, in order to achieve their goals, through the actions they take in the classroom, department and school. Highly effective heads choose 'strategies' by applying multiple criteria. They also make much more extensive use of factor-specific strategies, (e.g., program planning, implementation and monitoring and the provision of support resources).

Decision-making is a process which, in reality, permeates the other three dimensions of the head's practices and helps account for their character. Differences in the way heads choose their goals, select factors for attention and decide how to act, account for differences in their effect in significant ways. Highly effective heads know about many forms of decision-making, are skilled in their use and select the best form based on considerations of existing practices in the school, staff capabilities and preferences, goals to be achieved and experiences of the past. While they are "situationally sensitive" in this sense, effective heads also strive to create conditions suitable to more participative forms where such conditions do not prevail.

The decision-making of highly effective heads is also characterized by decision defining processes closely linked to their goals for students and the collection and use of vastly extensive amounts of relevant information. In order to have such information available, effective heads continually monitor their department's progress in achieving their goals and incorporate it into a cyclical planning process. Effective heads usually are able to anticipate decisions their departments will have to make. Opportunities are actively sought to make progress toward department goals.

This profile provides a comprehensive and definable basis for practice. There are three obvious uses for the profile. First it provides a basis for the in-service education of heads by assisting heads to identify their own practices and to set in-service goals, by focusing on more effective profile practices. A second use is in selection. The dimensions in the profile provide selection criteria known to be relevant to effectiveness in the role. Performance appraisal is a third function. The dimensions and levels provide criteria and standards for appraisal that are often left implicit or are poorly identified. The profile may serve to legitimate and draw attention to the role of heads in contributing to school as well as department improvement.

FIGURE 1

A Summary of the Department Head Profile				
LEVEL	**GOALS**	**FACTORS**	**STRATEGIES**	**DECISION-MAKING**
4	• Consistent with ministry and school goals. • Clearly articulated and applied to achieve goals for students. • Strives to assist staff in understanding and applying these goals.	• Systematically addresses appropriate factors which help to achieve goals. • Has specific expectations for each factor in order to achieve goals. • Expectations based on research and professional judgement.	• Knows of and uses appropriately a wide variety of strategies to influence all factors. • Selection based on goals, factors to be influenced, norms and characteristics of department members. • Systematically addressed factor-specific strategies to set and achieve goals and program expectations.	• Knows about and uses appropriately a range of decision-making forms. • Systematically involves all shareholders and all steps in a decision-making process. • Monitors and refines forms and processes for decision-making. • Processes are aimed at achieving school, board and ministry goals.
3	• Focus is on ministry goals for the discipline. • Clearly stated goals intended to provide the best possible program. • Strives to influence the department's organization and to involve department members.	• Focuses on factors that affect department program and support: teachers. • Has general expectations for factors in order to achieve program goals. • Expectations based on discipline needs identified by ministry, board and school.	• Chooses primarily from those factor-specific strategies which influence the department's program. • Selection encourages growth of department members through interaction and role modelling. • Factor-specific strategies are used primarily to ensure program expectations of ministry and boards are met.	• Participatory forms of decision-making predominate, although is aware of and occasionally uses others. • Involves most processes and people when making decisions. • Monitors information used and staff satisfaction with decision. • Processes and decisions are aimed primarily at improving school program.
2	• Based on self-defined curricular goals which relate primarily to content of the discipline. • Clearly stated administrative goals intended to achieve a well organized department. • Strives to maintain an harmonious department offering appropriate courses.	• Primarily focuses on factors which influence department courses and staff harmony. • Expectations vary in detail and clarity. • Expectations based on experiences and personal interpretation of curriculum guidelines.	• Predominate use of strategies which maintain department harmony and organization. • Selection is inconsistent but is generally based on desire to involve staff and to make their job easier. • Uses factor-specific strategies only when attempting to achieve goals for department courses.	• Predominate use of strategies which maintain department harmony and organization. • Selection is inconsistent but is generally based on desire to involve staff and to make their job easier. • Uses factor-specific strategies only when attempting to achieve goals for department courses.
1	• Makes most non-classroom (for staff) decisions unilaterally. • Are based on past experiences. • Monitors decision only when there is a concern. • Decisions serve goal of maintaining organizational structure.	• Focuses on subject by addressing resources and classroom environment factors. • Expectations lack detail and relate to minimum levels of administrative efficiency. • Expectation based on "common sense".	• Relies primarily on vested authority to carry out administrative duties. • Selection allows for quick and efficient administration by head. • Does not use factor-specific strategies unless required to do so.	• Predominant focus is on knowledge of the discipline. • Ambiguous understanding and inconsistent application of goals which are intended to achieve a smoothly operating department. • Strives to maintain the appearance of efficiency.

NOTE: Throughout this booklet reference is made to Level 4 of the Department Head Profile which is the highest level of effectiveness. For a detailed treatment of the four dimensions refer to: K.A. Leithwood, **THE SECONDARY SCHOOL DEPARTMENT HEAD,** O.S.I.E. March, 1987.

FIGURE 2

1. Factors affecting student classroom experiences

1.1 The teacher

1.2 Program objectives and emphasis

1.3 Instructional practices of the teacher

1.4 Materials and resources

1.5 Assessment, recording and reporting procedures

1.6 Time/classroom management

1.7 Content

1.8 Interpersonal relationships in the classroom

1.9 Physical environment

1.10 Integration

2. *Factors affecting student school-wide experiences*

2.1 Human resources

2.2 Material and physical resources

2.3 Relationships with community

2.4 Extra-curricular and intramural activities

2.5 Relationships with out-of-school staff

2.6 Relationships among staff

2.7 Teachers' relationships with students while out of the classroom

Factors of most concern

The department head realizes that all (17) factors are important if the full set of goals are to be realized. All factors are systematically addressed therefore, although some factors receive more attention than others, depending on the department head's goals. These are based, in part, on the school's needs and priorities. Factors typically of most concern include:

1.1 Teacher

1.2 Program Objectives and Emphasis

1.3 Instructional practices

1.4 Materials and Resources

1.5 Assessment

1.6 Classroom Management

1.8 Interpersonal Relationships

1.10 Integration

2.1 Human Resources

2.4 Extra-Curricular Program

The Role of the Department Head

Any attempt to clarify the role of the department head in the secondary school must recognize, and not lose sight of, the fact that the head's role is primarily that of an exemplary classroom teacher. For the head teacher, classroom teaching must be of very high quality; expertise becomes the basis for leadership. Academic excellence is a prerequisite to teaching expertise. In addition, the head must assume administrative and supervisory responsibilities.

The role description which follows is based on the legal requirements set out in the regulations for heads of departments. It is based on a model developed by the *Hamilton Board of Education* and modified versions currently in place in Frontenac and Wentworth Counties. It is intended neither to overwhelm nor inhibit creative performance. It attempts to identify in precise terminology the behaviours and the functions expected of the department head. It should help heads to better recognize the demands of the position in terms of skills and knowledge, and it should assist them with planning and executing effectively the various aspects of the role. It should guide administrative attention toward assisting and supporting the role of the department head. **The head must be provided with enough out-of-class time to carry out the tasks required of an active instructional leader.**

As an organizational framework for the booklet, it is hoped that each section when expanded will provide practical suggestions that will improve the effectiveness of the department head in that particular aspect of the role.

Expectations of Today's Department Heads

1.0 Professionalism

1.1 Develops good working relationships with members of the Department in order to maximize the contribution of each.

1.1.1 Employs a democratic and consultative approach to decision-making.

1.1.2 Effectively delegates various responsibilities to Department members.

1.1.3 Acquires and practices strong human relation skills to deal more effectively with students, staff, parents, administration.

1.1.4 Provides clear expectations to all Department members.

1.2 Provides leadership in professional development of teachers within the Department.

1.2.1 Strongly encourages and supports teachers to participate in professional development activities.

1.2.2 Provides professional resources such as board documents, periodicals, guidelines, collective agreements.

1.3 Contributes to the school Departmental responsibilities

1.3.1 Provides orientation and assistance to teachers new to that Department.

1.3.2 Identifies for Department members the advantages and rewards of involvement in various school activities and functions.

1.4 Co-operates with secretarial, custodial and support staff within goals of system and school.

1.5 Contributes when the opportunity is available to Ministry curriculum development, and to various school, board and federation committees.

1.5.1 Establishes and maintains continuing liaison with fellow Department heads.

1.6 Where an Assistant Head exists, delegates appropriate responsibilities and makes effective use of that Assistant.

1.6.1 Actively solicits suggestions and counsel from Assistant Head.

2.0 Program Development and Implementation

2.1 Develops and implements procedures for annual review of all courses of study within the Department and revision where necessary.

2.2 Keeps detailed up-to-date courses of study that include unit objectives, lesson topics and objectives, resource materials, time guidelines, and evaluation techniques.

2.3 Files with the Principal up-to-date copies of outlines of courses of study with evaluation procedures for all courses offered within the Department or program and provides these annually to the Principal.

2.4 Provides teachers within the Department with up-to-date course outlines and assists the teachers to develop up-to-date courses of study for all courses for which the teachers are responsible.

2.5 Ensures that all courses of study within the Department meet the requirements of the Ministry and Board Curriculum Guidelines.

2.6 Ensures that teachers are implementing these courses.

2.7 Prepares submissions for student course calendars yearly in conjunction with Guidance Services and the Principal.

2.8 Assists teachers in modifying programs to meet the needs of identified exceptional students.

3.0 Supervision of the Quality of Instruction

3.1 Demonstrates in the classroom an expertise which provides the basis for instructional leadership within the Department.

3.2 Recommends, as required, appointments to the teaching staff and timetable assignments of all teachers within the Department.

3.3 Assists teachers within the Department in maintaining and improving the quality of instruction.

3.3.1 Assumes responsibility for the implementation of a supervisory process to promote personal growth of department members.

3.3.2 Supervises the teaching process and encourages intervisitation with a view to assisting teachers to develop their full potential.

3.3.3 Recommends selection of resources to support curriculum.

3.3.4 Continues to counsel and assist members of the Department during a three-year performance review.

3.4 Ensures that teachers within the Department develop and implement appropriate evaluation procedures of students.

3.4.1 Monitors all forms of evaluation being used.

3.4.2 Monitors the distribution of marks in each course.

3.4.3 Monitors required records of student attendance and achievement.

3.5 Ensures that varied and appropriate evaluation procedures are employed to meet student needs.

3.5.1 Ensures that evaluation reflects the objectives of the course.

3.6 Evaluates program to ensure that the program provided meets the needs of the students.

4.0 Overall Organization and Management

4.1 Regularly attends county subject Heads' meetings.

4.1.1 Represents and communicates information to and from the school.

4.1.2 Shares ideas and techniques that may be beneficial to other schools in the board.

4.2 Regularly attends school Heads' meetings.

4.2.1 Represents the views and concerns of the Department members.

4.2.2 Actively and co-operatively participates with the Heads' group when decisions are required in matters of school goals, policies, programs, budget and staffing.

4.2.3 Demonstrates the ability to reconcile Department and school needs if the two are in conflict.

4.2.4 Communicates and explains Heads' concerns and decisions to members of the Department.

4.3 Controls budget, equipment and learning materials

4.3.1 Attempts to maintain high quality, up-to-date equipment, textbooks and learning materials.

4.3.2 Develops, in conjunction with members of the Department, the annual budget requests which reflect the realistic needs of the Department.

4.3.3 Determines, in conjunction with the members of the Department, the expenditure of the funds allocated to the Department.

4.3.4 Maintains an effective inventory control system for textbooks, supplies and equipment.

4.3.5 Monitors the condition of equipment within the Department to ensure that all equipment is maintained in a safe operational condition or withdrawn from use.

5.0 School and Community

5.1 Promotes liaison with feeder schools to ensure continuity of program.

5.2 Encourages the sharing and exchanging of ideas, resources and facilities with feeder schools.

5.3 Encourages the utilization of community resources by staff and students.

5.4 Promotes community awareness of school programs and activities.

PROFESSIONALISM

Index:

Introduction 17
The Reflective Practitioner 19
Interpersonal Skills 20
Motivation 21
Situational Leadership 22
Change Leadership 26
Staff Development 27
Problem-Solving 29
Conflict Management 32
Orientation of New Teachers 37
Area Subject Head Committees 40
The Assistant Head 40
The Ineffective Teacher 40

Introduction

The basic principle underlying the modern concept of organization development is the integretion of the needs of the individual for growth and development with the goals and objectives of the organization. The following question should be asked constantly by the department head:

"How can one create conditions that will mobilize the efforts of the teachers towards achieving the objectives of the school and the department, and at the same time make their participation sufficiently meaningful and rewarding that they will want to do the work and receive personal satisfaction from their efforts?"

The following four areas of knowledge are essential to finding answers to the above question:

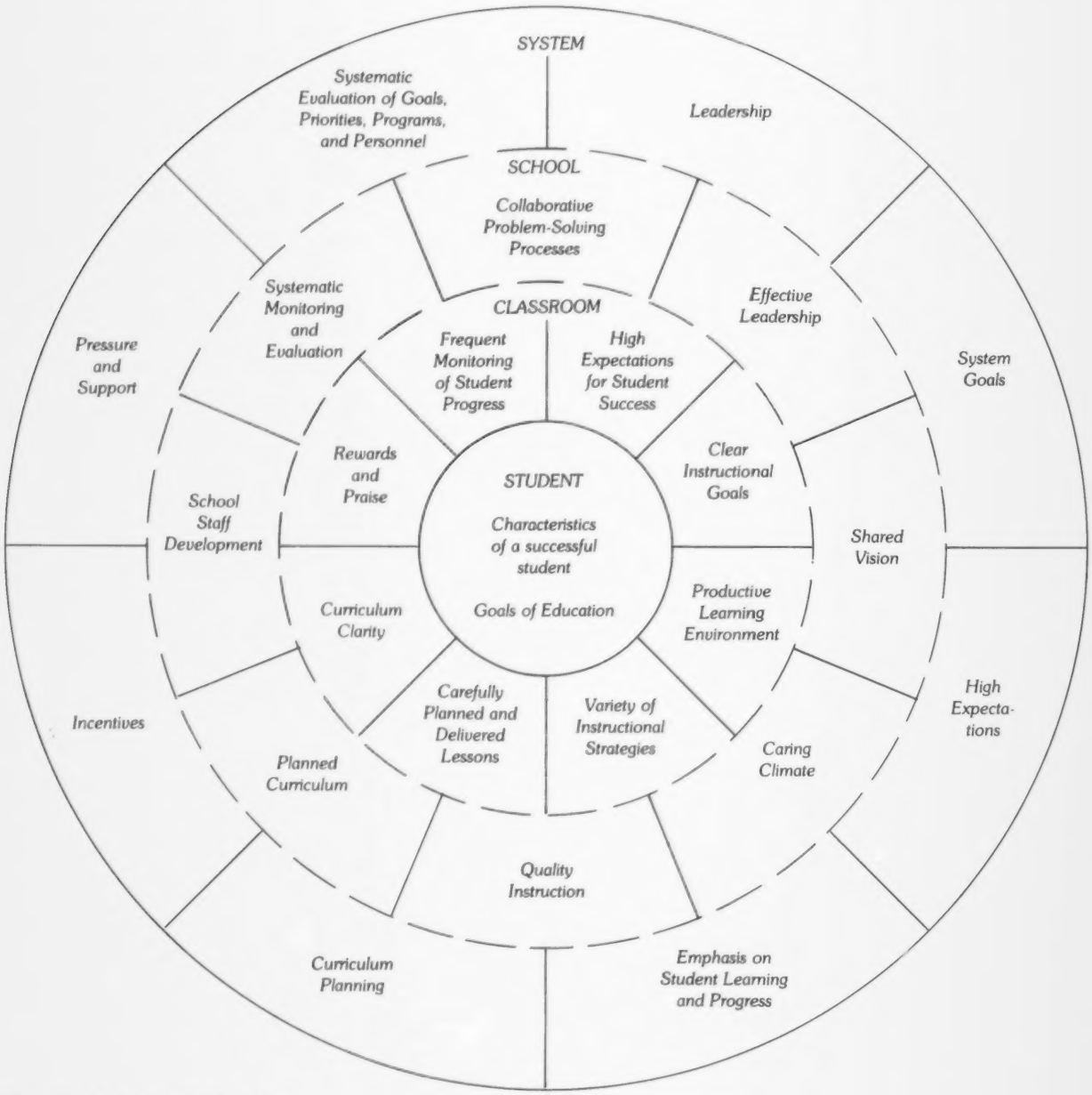
- An understanding of human nature and motivation;
- An understanding of the manner in which organizations function.
- A knowledge of the effects of different leadership styles on the way organizations function;
- An understanding of the process of change.

The effective department head must understand that within the context of planned school growth (see Figure 3) for an effective school, the human element is the key. The vitality of any organization depends on the quality of interaction of its members. Degree of effectiveness is based on the ability of the department head to develop a good working relationship with all individuals within the organization. This can best be accomplished by developing human relations skills to deal with people, and by attempting to employ a democratic and consultative approach to decision-making. Delegating responsibilities and establishing clear expectations are also crucial to the development of positive working relationships.

The effective department head must adopt a style of leadership that is "situationally sensitive." This implies that the department head must be an effective communicator. These professional principles and practices should inform all of the activities within the classroom, department, school and system. Therefore, concern with personal development in these areas is critical if an individual is to be effective in the role of department head.

FIGURE 3

THE CONTEXT FOR PLANNED SCHOOL GROWTH



The "Professional" Teacher

In order for the teacher to grow successfully, he/she must possess certain qualities. Among these are the following:

1) The desire to grow;
2) The readiness to participate;
3) A sensitivity to the opinions of others;
4) Intelligence and knowledgeability;
5) A willingness to discard unproductive habits of teaching;
6) The desire to accept new challenges even though they require added effort and present some uncertainty.

The "Professional" Department Head

Teachers and other staff members value department heads who, in addition to exhibiting the qualities of a professional teacher:

— clearly state expectations and assist staff in meeting them;
— are honest, consistent and aboveboard in all dealings with staff;
— are around when they are needed;
— communicate necessary information, as soon as it is available and before it gets distorted;
— recognize and are openly appreciative of extra effort, good results, attempts to improve;
— ask teachers their opinions and involve them meaningfully in decisions that affect them;
— hold themselves, as well as teachers, accountable for their performance.

The Reflective Practitioner

In **THE REFLECTIVE PRACTITIONER** (1983), Donald Schon proposes a fundamental reorganization of the ways in which we think about professional practice and the relationship of theory to practice. He argues that present professional practice is based on "technical expertise" where professional activity consists of instrumental problem-solving made rigorous by the application of scientific theory and technique. Practice is assigned the lowest value in the hierarchy, and the highest status is assigned to theory and to those who conduct theory-building research. With "reflective practice" he stresses the idea of practical professional knowledge, which he terms "knowledge-in-action." A key distinction is made between "problem-solving" and "problem-setting." His contention is that it is inadequate to limit the work of practitioners to problem-solving, because that view neglects and denies the practitioner's ability to identify and redefine the problems of practice. Problem-setting allows the professional to say what is wrong and what directions need to be changed. Problem-setting is a process in which, interactively, professionals name the things to which they will attend and frame the context in which they will attend to them.

Where technical expertise separates means from ends, research from practice, and knowing from doing, reflection-in-action unites these categories: practice is a kind of research... means and ends are framed interdependently — inquiry is a transaction with the situation in which knowing and doing are inseparable. Reflection-in-action provides the department head with a new perspective on professionalism, and new ways to think about teaching and supervision. Awareness of the contrasting views of professional and client roles defined by "technical expertise" versus "reflective practice" provides more specific direction for practice (see Figure 4). When the several parties to an interaction behave according to "technical expertise," there are predictable consequences. The behavioral world — the world of experienced interpersonal interaction — tends to be win/lose. The participants in it act defensively and are perceived as doing so. When the several parties to an interaction behave according to "reflective practice," they tend to be seen by others as minimally defensive and open to learning. They tend to be seen as firmly committed to their positions but equally committed to having them confronted and tested. Discussions tend to be open to the reciprocal exploration of risky ideas.

With reflective practice there is the possibility that the quality of interaction of individuals can be improved significantly. Ideally, the department head will be a situationally sensitive leader whose values and strategies of action are those of a reflective practitioner.

FIGURE 4

Contrasting Views of Professional and Client Roles
"Technical Expertise" vs. "Reflective Practice"

The professional's role:

Expert	Reflective Practitioner
I am presumed to know, and must claim to do so, regardless of my own uncertainty.	I am presumed to know, but I am not the only one in the situation to have relevant and important knowledge. My uncertainties may be a source of learning for me and for them.
Keep my distance from the client, and hold onto the expert's role. Give the client a sense of my expertise, but convey a feeling of warmth and sympathy as a "sweetener."	Seek out connections to the client's thoughts and feelings. Allow his respect for my knowledge to emerge from his discovery of it in the situation
Look for deference and status in the client's response to my professional persona.	Look for the sense of freedom and of real connection to the client, as a consequence of no longer needing to maintain a professional facade.

(p. 300)

The client's role:

Traditional Contract	Reflective Contract
I put myself into the professional's hands and, in doing this, I gain a sense of security based on faith.	I join with the professional in making sense of my case, and in doing this I gain a sense of increased involvement and action.
I have the comfort of being in good hands. I need only comply with his advice and all will be well.	I can exercise some control over the situation. I am not wholly dependent on him; he is also dependent on information and action that only I can undertake.
I am pleased to be served by the best person available.	I am pleased to be able to test my judgments about his competence. I enjoy the excitement of discovery about his knowledge, about the phenomena of his practice, and about myself.

(p. 302)

from Donald A. Schon, *The Reflective Practitioner* (New York: Basic Books, 1983), pages 300 & 302.

Interpersonal Skills

The first step in developing the interpersonal skills needed by an effective department head is an understanding of self. An objective self-inventory followed by an attempt to change the negative aspects will create a solid foundation for the development of leadership skills.

There are many objective instruments to reassure personal self-examination and growth. These instruments involve choosing among various statements and provide an excellent visual representation of the individual's location on many poles of the dimensions of personality. The Human Synergistics Model and Myers-Briggs Inventory are two useful personality profile instruments.

It should be noted that personal stock-taking is a fundamental part of everyone's growth and, by understanding self, leadership relations with others can be enhanced. There is, however, a giant leap between the two stages. Positive

self-awareness tends to be more important as the base for building the skills necessary for leadership rather than directly providing those skills. Interpersonal leadership skills are learned and developed. (See Figure 5)

FIGURE 5

INTERPERSONAL SKILLS GROWTH STRAND

LEVEL OF ABILITY	COMPONENTS OF SKILL			
	SELF-AWARENESS	EMPATHIC UNDERSTANDING	PROBLEM RECOGNITION AND FEEDBACK	STANDARD SETTING AND MODELLING
EXPERT ↑	Conducts regular, intensive self-examination with help of others; is aware of problem areas and makes effort and changing.	Has good empathic understanding; understands complex stages necessary for being successful with this technique; is genuine.	Recognizes existing problems and problem ownership; provides comprehensive feedback mechanisms for good communication and corrective behaviour.	Is consistent in action; open in dealing with others; takes calculated risks; admits mistakes; is accountable; adopts a leadership style compatible with personality.
	Conducts intensive self-examination but fails to have either confirmation of self-diagnosis by others or else does not make an effort to improve weaknesses.	Has good general empathic understanding but does not always appear genuine.	Recognizes existing problems and problem ownership and uses some but not all feedback mechanisms available to improve communication and affect corrective behaviour.	Is consistent in action; open in dealing with others; takes calculated risks; admits mistakes; is accountable; fails to adopt leadership style compatible with personality.
	Has a general understanding of own strengths and weaknesses but makes no effort to change or develop.	Displays basic empathy but little empathic understanding.	Recognizes existing problems & problem ownership but fails to use any feedback mechanisms to improve communication or effect corrective behaviour	Demonstrates consistency, and openess in dealing with others. Is sometimes willing to take risks and admit mistakes but has a leadership style incompatible with personality.
	Has no real understanding or awareness of self.	Displays little or no empathy.	Recognizes existing problems but does not correctly identify problem ownership.	Demonstrates consistency and/or openess with others but is unwilling to take risks or admit mistakes, is not accountable and has leadership style incompatible with personality.
NOVICE			Fails to recognize existing problems.	*Fails* to be: consistent in action; open in dealings with others; willing to take calculated risks; able to admit mistakes; accountable; able to adopt a leadership style compatible with personality.

(from LEAD TIME, O.S.S.T.F., 1982)

Motivation

Encouragement is a basic human need. People need to feel valued by themselves and by others.

Encouragement is the process of focusing upon assets and strengths as opposed to focusing upon liabilities. It is grounded in the belief that humans have the innate capacity to deal effectively with the challenges of life.

If department heads are to be encouraging, they may need to change some of their beliefs, communication patterns and behaviour. The department head should be able to diagnose effectively the psychological needs of self and others, and be able to implement strategies to fulfill the needs of self and others. The head should react in an authentic fashion to the work of others, and be able to use a variety of reward systems to reinforce effective performance.

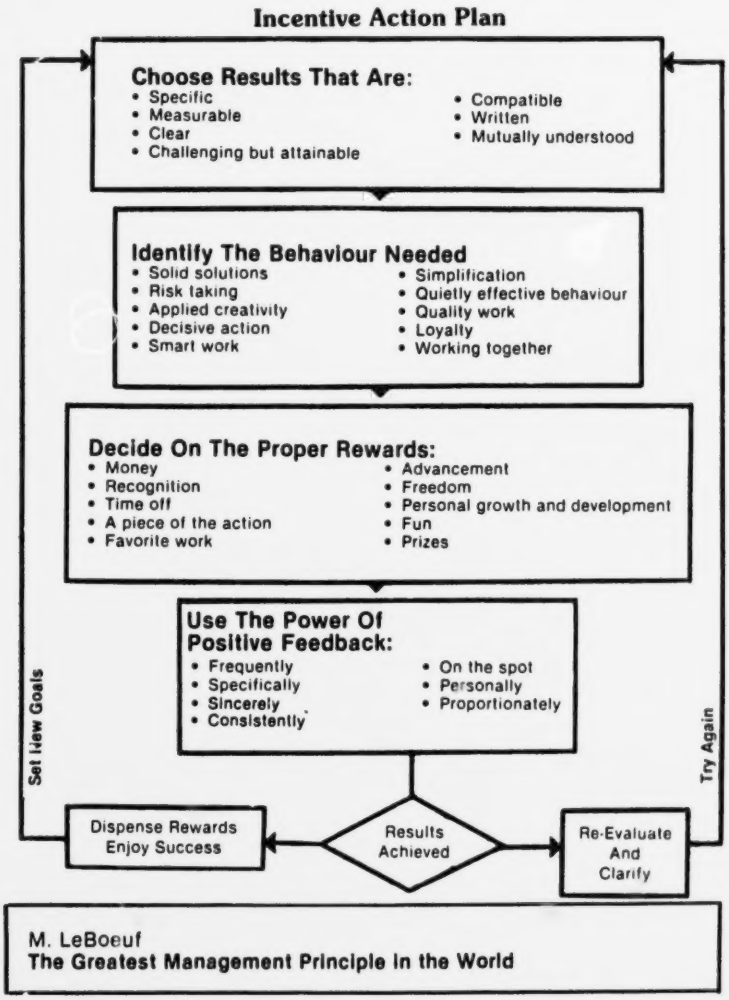
The department head can positively influence teachers by:

- praising and giving credit when it is warranted;
- supporting the teacher in conflicts with students and parents;

- giving special attention to the teacher's physical comfort and other related matters;
- encouraging the teacher's professional growth;
- providing the teacher with opportunities for achievement.

The following chart (Figure 6) provides a useful model on which an incentive plan for a department could be based.

FIGURE 6



Situational Leadership

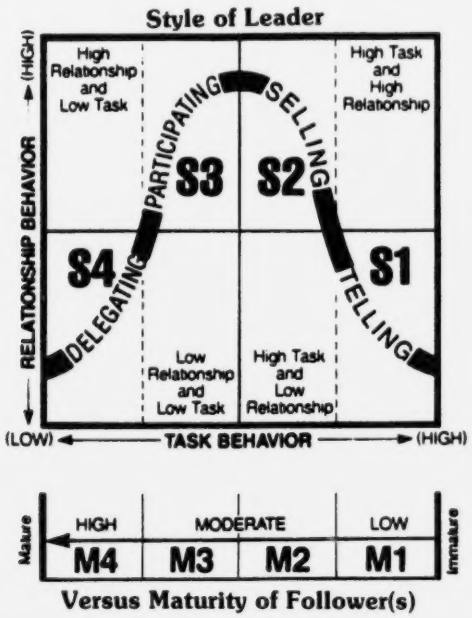
Situational leadership is a model that addresses leadership styles involved in decision-making and changes in the situational circumstances in which the decisions are to be made. It is based on:

- The amount of guidance and direction a leader gives;
- The amount of socio-emotional support a leader provides;
- The readiness level that followers exhibit in performing a specific task.

The situational leadership paradigm is based on the belief that there is no best way to influence people. Which leadership style a person should use depends on the maturity level of the people the leader is attempting to influence.

Figure 7 portrays the relationship between task behaviour and relationship behaviour and the appropriate leadership styles to be used as followers move from immaturity to maturity. These four leadership styles corresponding to the four stages of maturity are designated as telling, selling, participating and delegating. Examples are shown in Figure 8.

FIGURE 7



The attempt in Figure 7 is to portray the relationship between task-relevant maturity and the appropriate leadership styles to be used as followers move from immaturity to maturity. As indicated, the reader should keep in mind that the figure represents two different phenomena. The appropriate leadership style *(style of leader)* for given levels of follower maturity is portrayed by the prescriptive curve going through the four leadership quadrants. This bell-shaped curve is called a *prescription curve* because it shows the appropriate leadership style directly above the corresponding level of maturity.

Each of the four leadership styles — "telling," "selling," "participating," and "delegating" — identified in Figure 7, is a combination of task and relationship behavior. Task behavior is the extent to which a leader provides direction for people: telling them what to do, when to do it, where to do it, and how to do it. It means setting goals for them and defining their roles.

Relationship behavior is the extent to which a leader engages in two-way communications with people: providing support, encouragement, "psychological strokes," and facilitating behaviors. It means actively listening to people and supporting their efforts.

FIGURE 8

Leadership styles appropriate for various maturity levels	
MATURITY LEVEL	**APPROPRIATE STYLE**
M1 *Low Maturity* Unable and unwilling or insecure	S1 *Telling* High task and low relationship behavior
M2 *Low to* *Moderate Maturity* Unable but willing or confident	S2 *Selling* High task and high relationship behavior
M3 *Moderate to* *High Maturity* Able but unwilling or insecure	S3 *Participating* High relationship and low task behavior
M4 *High Maturity* Able/competent and willing/confident	S4 *Delegating* Low relationship and low task behavior

Once the maturity level of the individual or group has been identified, the key to effective leadership is to apply the appropriate leadership style.

To ensure that better judgements are made about leadership styles, Hersey, Blanchard and Hambleton **(MANAGEMENT OF ORGANIZATIONAL BEHAVIOUR, 1982)** have developed two different leadership scales which they refer to as the Manager Rating Form and the Staff Member Form. Both of these instruments measure task and relationship behaviour on five behavioural dimensions.

Figure 9 shows the behavioural indicators for both the task-behaviour and the relationship-behaviour dimensions from the Manager's perspective. From the staff Member's perspective the following end points were chosen as behavioural indicators:

Task-behaviour
- — organizes the work situation for me;
- — lets me organize the work situation;

Relationship-Behaviour
- — frequently provides feedback on my accomplishments;
- — leaves it up to me to evaluate accomplishments

FIGURE 9

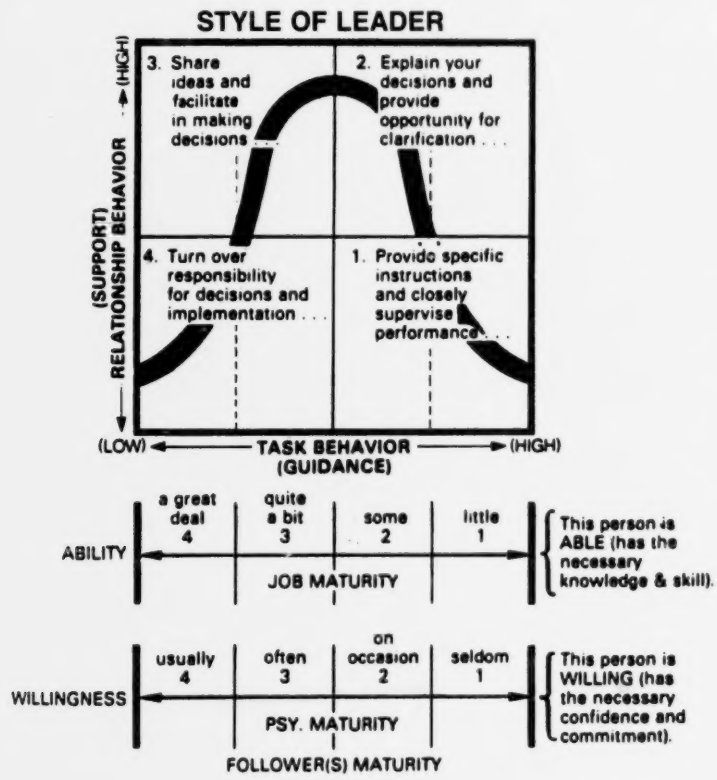
Task behavior and relationship dimensions and their behavior indicators	
TASK-BEHAVIOR DIMENSIONS	**BEHAVIORAL INDICATOR**
	The extent to which a leader...
Goal setting	Specifies the goals people are to accomplish.
Organizing	Organizes the work situation for people.
Setting Time Lines	Sets time lines for people.
Directing	Provides specific directions.
Controlling	Specifies and requires regular reporting on progress.
RELATIONSHIP-BEHAVIOR DIMENSIONS	**BEHAVIORAL INDICATOR**
	The extent to which a leader...
Giving Support	Provides support and encouragement.
Communicating	Involves people in "give-and-take" discussions about work activities.
Facilitating Interactions	Facilitates people's interactions with others.
Active Listening	Seeks out and listens to people's opinions and concerns.
Providing Feedback	Provides feedback on people's accomplishments.

In the maturity style match instrument each of the four basic leadership styles are described rather than the separate behavioural dimensions that make up each style. The descriptions of the four leader behaviours are:

1. **Telling** .....
2. **Selling** .....
3. **Participating** .....
4. **Delegating** .....

Figure 10 shows how leadership style and maturity can be shown on the same instrument. It also gives a good summary of the key components involved in situational leadership.

FIGURE 10


STYLE OF LEADER
(HIGH)
RELATIONSHIP BEHAVIOR (SUPPORT)
3. Share ideas and facilitate in making decisions . . .
2. Explain your decisions and provide opportunity for clarification . . .
4. Turn over responsibility for decisions and implementation . . .
1. Provide specific instructions and closely supervise performance . . .
(LOW)
TASK BEHAVIOR (GUIDANCE)
(HIGH)
ABILITY
a great deal 4
quite a bit 3
some 2
little 1
JOB MATURITY
This person is ABLE (has the necessary knowledge & skill).
WILLINGNESS
usually 4
often 3
on occasion 2
seldom 1
PSY. MATURITY
This person is WILLING (has the necessary confidence and commitment).
FOLLOWER(S) MATURITY

Defining maturity and the four basic leadership styles

Change Leadership

Educational change is necessary. However, change can be frightening to teachers who are comfortable with the way things are. The department head must be aware of the barriers to innovation and develop strategies for overcoming them.

Kenneth Henson **("Strategies for Overcoming Barriers to Educational Change", 1987)** presents a number of useful suggestions. As Henson points out, change is a natural state. Humans have no predisposition to favor the status quo over change. On the contrary, almost everyone prefers excitement to monotony and is eager for some kind of change. Nevertheless, for a variety of reasons, people resist change.

Force of Habit — Anyone entering a new job knows how much easier the work will become once some of the required tasks are put on automatic pilot and change takes over.

Fear — No single force affects people's behaviour more than feelings of insecurity and inadequacy, brought on by fears of that which is different.

Hopelessness — Today's teachers are often overwhelmed with innovations, which can lead to feelings of hopelessness. In addition, teachers are reluctant to invest their time, energy and enthusiasm in programs they know will probably only endure for a short time.

Much of the needed changes in education must be initiated at the district and school levels. With the support of administration, the department head can be an effective change agent. Strategies that help to overcome barriers and to promote change include:

Time Schedule — The timing of an innovation is crucial. Capitalizing on events both inside and outside the school and using them as a psychological lever can help to initiate change. Once begun, the change must move at a moderate, steady pace. If the movement is too fast or slow the innovation will lose support.

Total Development — All individuals and groups who may be affected by the change should be directly and meaningfully involved in the change. This means that the planners should consider how individuals can use their expertise in carrying out the change. Only through such useful involvement can a lasting commitment be secured from everyone.

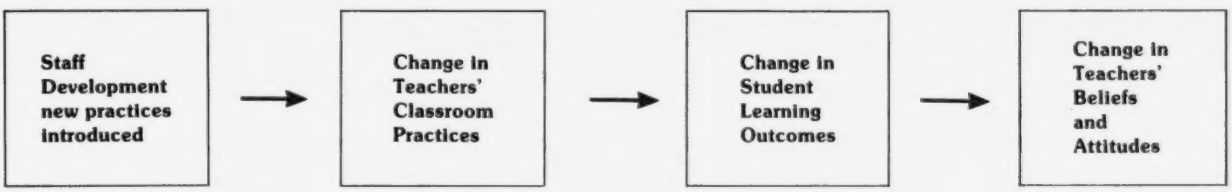
Overcoming Fear and Habit — The initiator of any change should introduce the idea in a way that allows everyone to see the possible input of the program. By identifying a particular group of people to introduce and lead the change, members are apt to perceive the idea as their own. By allowing department members to decide to make the change, the individuals will perceive the change as one they want to make, not have to make.

Overcoming Hopelessness — The department head must always give the needed psychological and resource support, and must continue to follow-up. If the innovation was worthwhile in the first place, the department head must show interest in maintaining it. In addition, the development of a reward system to recognize all participants in the innovation is essential.

By being aware of resisting forces, the department head can develop strategies for dealing with each. Open communication is indispensable; so is remembering that all changes require changing people, a task that is always far more complicated, difficult, and time consuming than it seems.

Resistance to change is one of the most difficult problems to overcome. The C-BAM model (see "Growth by Design") that recognizes teachers' feelings concerning change is outlined in section 5 of the chapter on Program Development and Implementation. Determining stages of concern and levels of use is crucial to effective implementation of any innovation. See *Growth by Design* for more information.

Thomas R. Guskey of the University of Kentucky has developed a new model of teacher change. (see below)


Staff Development new practices introduced
Change in Teachers' Classroom Practices
Change in Student Learning Outcomes
Change in Teachers' Beliefs and Attitudes

According to this model significant change in teachers' beliefs and attitudes takes place only after student learning outcomes have changed. These changes might be the result of:

- a new instructional approach
- the use of new materials or curriculum
- some modification in teaching procedures
- some change of classroom format

According to this model, when teachers see that an innovation enhances the learning outcomes of their students either in the cognitive or the affective domain, then and only then is significant change in their beliefs and attitudes likely to occur.

Based on this model there are three important principles to consider:

1) change is a slow, difficult, and gradual process for teachers;
2) teachers need to receive regular feedback on student learning outcomes;
3) continued support and follow up are necessary after initial training.

How To Go About It?

1) Take one or two priorities — do them well.
2) Inservice education/coaching that includes theory, demonstration, practice, feedback, follow-up.

Staff Development

A comprehensive staff development program should benefit the whole educational situation by providing teachers with an increased understanding of the individual teacher's role in the total learning activities of the student. If the program contributes to the self-improvement of the individual teachers, the chances of the individual student being offered an educational program that is balanced, purposeful and suitable are enhanced.

To be successful, staff development must clearly illustrate how the new practices can be implemented without too much disruption. The changes should be organized and presented in small incremental steps with emphasis on efficiency and practicality. Innovations that are dramatically different from current practices or that require teachers to make major revisions in the way they presently teach are unlikely to be implemented.

Practices that are new and unfamiliar will be readily abandoned unless evidence of their positive effects can be seen. Formative test results, regular and precise feedback on student involvement and evidence of students' feelings of confidence or self-worth are examples of the types of feedback that may bring about changes in teachers' beliefs and attitudes.

Few teachers can move from a staff development program directly into the classroom and begin implementing an innovation. A fitting process of "mutual adoption" involving time and experimentation is essential for successful implementation. Support in the form of continuous guidance and direction in order to make adaptations while maintaining program fidelity is critical. This support could be provided by coaching from administrators, curriculum supervisors, college professors or fellow teachers, or collegial sharing sessions in which teachers can share perspectives and seek solutions to common problems.

Coaching

The effective department head acknowledges the professionalism of the teachers in the department. One of the best ways to foster a collaborative environment is to encourage and support the concept of peer coaching. Teachers in peer coaching situations instruct, train, and tutor one another. Department heads can focus this collegial interaction on teachers' individual professional development or on improving programs. Once an appropriate coaching model has been selected (see Figure 11) then the department head must actively support the coaching process. (See Staff Development Resource Booklet GROWTH BY DESIGN, O.S.S.T.F., 1987).

FIGURE 11

	Technical Coaching	Collegial Coaching	Challenge Coaching
Major Goals	• Accomplish transfer of training • Establish common vocabulary • Increase collegiality and professional dialogue	• Refine teaching practices • Stimulate self-initiating, autonomous teacher thought • Improve school culture • Increase collegiality and professional dialogue	• Develop solutions to persistent instructional problems • Conduct action research • Promote instructional improvements to other teachers
Observer Practices	• Checks presence, absence, degree of teaching behaviors • Makes value judgments • Establishes several observations, postconference cycles on the same topic	• Clarifies in a preconference learning objectives, teaching strategies, and observer role • Helps teachers recall, analyze, and evaluate teaching decisions • Enables teacher to make value judgments • Enables teacher to select preconference, observation, postconference topics	• Envisions a desired state or defines a problem (challenge) • Plans action research • Develops, conducts, and tests solution approaches • Evaluates and recommends adoption for self or others
Skills	• Observation and data collection of specific teaching methodology • Feedback, reinforcement, conferencing skills	• Observation and data collection of success indicators, teacher behaviors, and special area about which teacher requests data • Facilitating, in-depth conferencing	• Interpersonal communications, problem solving, and planning • Observation, data collection, analysis, evaluation, and synthesis
Major Premise	• Teachers will improve teaching performance provided objective data is given in a nonthreatening and supportive climate	• Teachers will acquire career-long habits of self-initiated reflection and improvement provided opportunity to develop skills in doing so.	• Problem-solving efforts by those responsible for carrying out instruction can produce insightful, practical improvements in instructional design and delivery
Special Resources	• Training in teaching methodologies	• Training in coaching • Models from administrators, department chairs, faculty meetings	• Norms of collegiality and professional dialogue • Release time for planning and group observations • Access to literature or specialists

Fig. 1. Major Distinctions Between Technical, Collegial, and Challenge Coaching

Problem-Solving

An effective department head relies heavily on problem-solving skills for program improvement and innovation, decision-making and group dynamic concerns. Problem-solving is a strategy that permits the organization to use skills for a productive purpose. Any situation where the following conditions exist could be considered a problem situation:

- There is more than one reasonable solution; therefore, there is uncertainty of outcome;
- The situation requires the handling of information;
- There is an issue. The situation/concern must matter to the person.

The problem-solving process uses thinking strategy to organize information in a comprehensive and efficient manner. This ability to organize information into a framework is the critical factor in determining the level of skill at solving problems.

One of the approaches used to develop the ability to solve problems involves using a complete strategy or plan. The following chart outlines a general problem-solving model. (see Figure 12)

This basic model is broadly applicable and easy to implement on everyday problem situations. However, the basic model is inefficient for areas of problem-solving where data manipulation and analysis are critical. Data manipulation and analysis become more critical as an individual encounters more complex problems.

The key adaptations necessary for more sophisticated data treatment are:

- the range of alternatives generated
  - — generate many possible answers
  - — identify relevant alternatives by applying a set of rules
- the sophistication of the criteria
  - — identify the criteria
  - — rank each criteria
  - — weigh the criteria
- the strategy for applying the weighed criteria to the alternatives

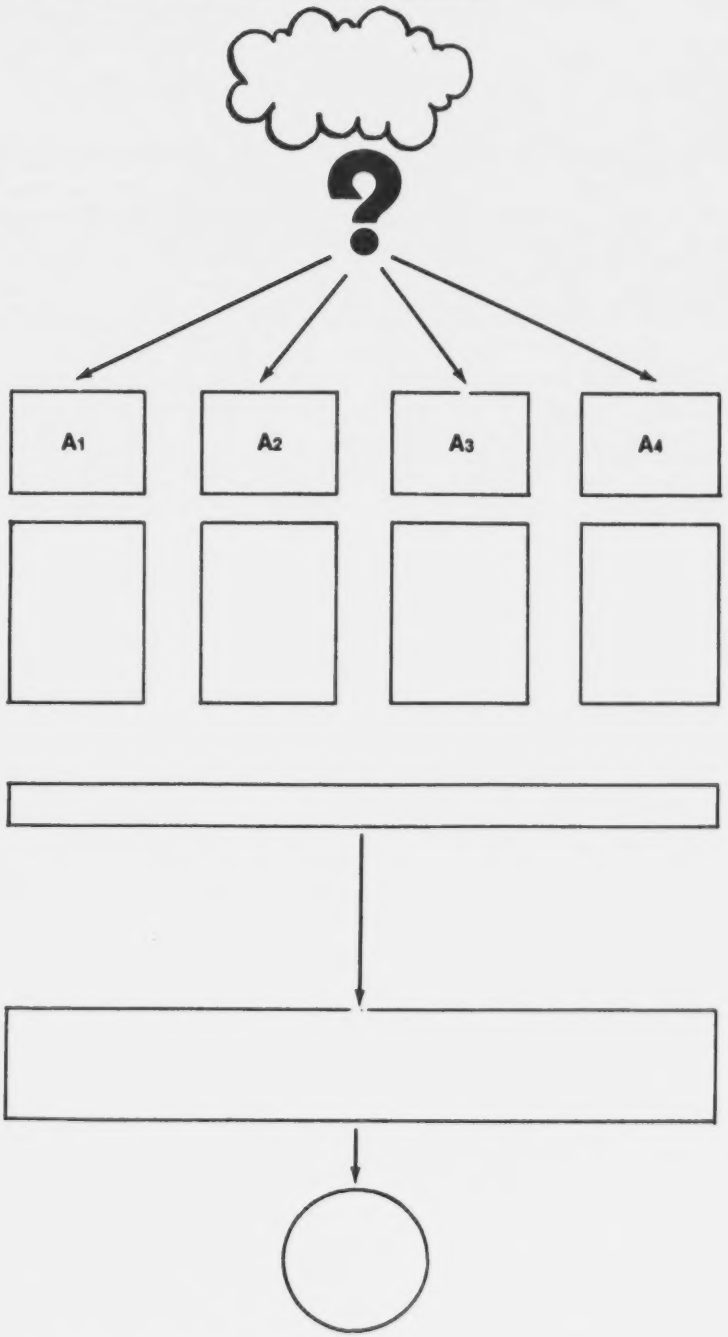
— apply the weighed criteria to all alternatives in a systematic fashion.

Evidence of these elements in the decision-making process would indicate a high level of skill.

Problem-solving is a skill in which individuals can experience growth. Initially, this growth is based on everyday experience in dealing with problems. Further development of the skill can be obtained by conscious attention to the strategy involved in the problem-solving. This further development or growth is based on the assumption that the individual accumulates knowledge and experience in the components of this skill. Further, the individual uses this knowledge and experience to apply to other real life problems. (See Figures 13 and Figure 14).

FIGURE 12

THE GENERAL PROBLEM-SOLVING MODEL



Problem Setting: A person identifies a deficiency in a situation.

1. **Question:** In order to deal with a problem, a person must first formulate a question that clarifies the issue.

2. **Alternatives:** Ways to answer the question. The alternatives must be reasonable.

3. **Information:** Obtaining data about each of the alternatives.

4. **Synthesis:** (Adding Up) Deciding on the basis of the information, which alternative or alternatives give(s) the "best" answer to the question.

5. **Conclusion:** (Choosing) Picking the alternative(s) that is the "best" answer to the question.

6. **Evaluation:**

(from LEAD TIME, O.S.S.T.F., 1982)

FIGURE 13

HOW TO PLAN FOR GROWTH IN PROBLEM-SOLVING

1. IDENTIFY where you ARE now in problem solving skill. Locate your present level on the growth strand for each of the dimensions and mark with a line for later reference.

2. IDENTIFY where you WANT TO BE in problem-solving skill. Mark this on the chart.

3. DEVELOP A PLAN to provide the knowledge, practice and skills necessary to move from where you are to where you want to be.

4. IMPLEMENT the PLAN (take the necessary action).

GROWTH STRAND FOR PROBLEM-SOLVING

	COMPONENTS OF PROBLEM SOLVING					
LEVEL OF ABILITY	FRAMEWORK FOR PROBLEM QUESTION	RANGE OF ALTERNATIVES	INFORMATION DATA	ORGANIZATION USING CRITERIA	SYNTHESIS	SOLUTION
EXPERT	· Internal image of problem and its solution represented in visible form.	· Generates many alternatives then applies a set of rules to narrow alternatives to those that are relevant.		· Weights criteria and applies to each alternative in a sysematic fashion.	· Generalizing relationship from one context to another.	Previous step plus takes remedial action to solve any difficulties.
	· Previous step plus a method for organizing additional information is apparent.			· Sub-division of criteria and use of a rating scale	· Uses observed relationships to identify new alternatives or relationships.	
	· Previous level plus how they are connected is shown.	· Generates alternatives using a plan may involve other people. Considers all alternatives.	· Judges adequacy of data.	· Rank ordering of grouped alternatives.	· Accurate expression of observed relationships.	· Previous step plus plans when to do evaluation of solution.
			· Reducing data to summary form.	· Explicit criteria applied to all alternatives.		· Returns to problem question to ensure that solution adequately answers question.
	· Internal image of problem elements sketched in a framework.	· Several alternatives with good reason for each.	· Putting data into a framework.			
			· Locating informed unbiased sources for information.			
NOVICE	· General framework used on all problem situations.	· One alternative with a rationalization.	· Locating sources for data.	· Considers advantages and disadvantages of several criteria.	· Observes relationships in data.	· Takes action on identified solution.

(from LEAD TIME, O.S.S.T.F., 1982)

FIGURE 14

Check List

I. Information Analysis

A) Have we got the information we need? _____
B) Have we analyzed it to find the problem area? _____
C) Have we broken down the complex problem into manageable single problems? _____
D) Have we chosen the key problem on which we want to work? _____

II. Situation Analysis

A) Have we described the problem accurately and analyzed it to find the cause? _____

III. Decision Making

A) Have we developed an objective related to the cause? _____
B) Have we thought of the best ideas for dealing with the problems? _____
C) Have we decided which is the best solution for the particular problem? _____

IV. Plan Development

A) Have we developed a step by step outline to carry out the solution? _____
B) Have we checked the plan for weaknesses and revised the plan in these areas? _____
C) Have we reached a final order of plan (Names and dates?) _____

V. Implementation

A) Have we done what we set out to do? _____

CONFLICT MANAGEMENT

Department heads should have the skill necessary to deal effectively with conflict.

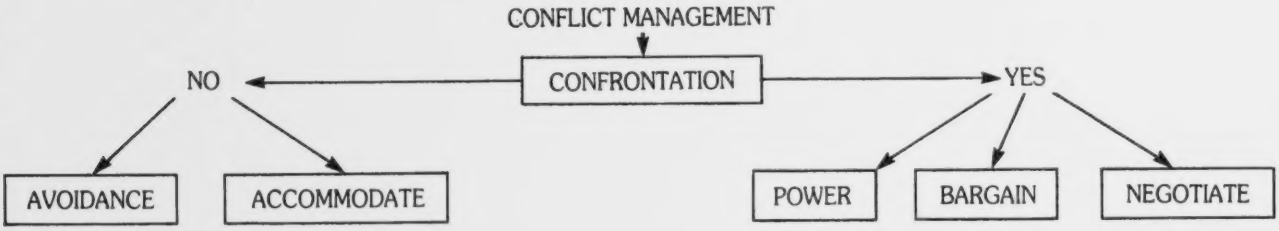
CONFLICT IN SCHOOLS

- Conflict is inevitable.
- Permanent suppression of conflict is impossible (unless one has omnipotent power in a setting.)
- Conflict can be destructive or productive. A conflict-free setting is likely to stagnate while a setting which is overloaded with conflict will be dysfunctional. A degree of conflict is necessary as a stimulus to creativity and vitality for individuals or organizations.
- People initiate conflict to effect a structural change; people respond to conflict initiated by others to maintain the status quo.
- A conflict can only be explained or analyzed in relation to the context, or setting, in which it occurs.
- The potential for conflict increases when there are increases in other factors; e.g. increased interdependence between individuals or agencies.'

From: E. Kelley, 'Principles of Conflict Resolution', *N.A.S.S.P. Bulletin*, 1979.

CONFLICT STRATEGIES

There are five basic strategies. The effective department head should be familiar with these strategies and be able to apply them depending upon the specific conflict situation.



Leaders, in making decisions about which strategy to use, should consider several factors. Is a plan used? When is a particular strategy most suitable? How much tension (emotional energy) is required by each strategy?

What is the degree of satisfaction with the process? What is the outcome of each strategy? Perhaps the most salient of all questions: What is the balance between the individual's goals and the importance of maintaining a working relationship with the other party?

STRATEGIES FOR CONFLICT MANAGEMENT					
QUESTIONS	AVOIDANCE	ACCOMMODATE	CONFRONTATION		
			POWER	BARGAIN	NEGOTIATE
PLAN	Withdraw from the conflict.	Give up goals and smooth over the conflict.	Win the conflict by overcoming the other party.	A six step plan is used. (see page 56)	A five step plan is used. (see page 56)
USE	•when a relationship is not strong enough for a confrontation •other person unable to respond constructively •situation is inappropriate •insufficient time	•when working relationship is vital and goals are not	•when winning is the only thing; relationship does not count	•when two parties want to maximize both their chances of winning and maintaining a relationship	•when two parties want to maximize both their chance of obtaining their individual goals and maintaining their relationship
BALANCE BETWEEN GOALS AND RELATIONSHIP?	•Individual goals are abandoned; relationship in state of flux.	•Individual goals are forgotton; working relationship is most important.	•Individual goals highly important; relationship is not.	•Both are moderately important	•Both are highly important
TENSION GENERATED	•Low tension level	•Tension generated to skirt issue, escalates if not managed at some time	•Very high tension levels maintained until winner emerges	•Very high tension level maintained	•High tension initially, gradually disipates as process unfolds
LENGTH OF CONFLICT	•Conflict is avoided permanently or dealt with at a later time.	•Conflict not dealt with	•One party views the conflict as resolved; the other party views it as intensified	•Conflict will be balanced in terms of gains and losses. It ends with the end of bargaining.	•Problem-solving used to arrive at a consensus decision. Conflict ends during the process
DEGREE OF SATISFACTION WITH THE PROCESS?	•When used as a strategy that works very satisfied; otherwise not usually satisfied with this method.	•One party is satisfied; the other not.	•One party is satisfied; the other VERY dissatisfied.	•Both parties are usually satisfied with the process	•Both parties are highly satisfied with the process and desire to improve their skill and the process.
OUTCOME	•Avoided or delayed	•Delayed or avoided.	•One party is a winner; the other a loser.	•Both parties are winners.	•Both parties are winners.

FIGURE 15

(from LEAD TIME, O.S.S.T.F., 1982)

Bargaining a five-step Plan

The plan used in the bargaining strategy tries to find the middle ground between two extremes. Both parties sacrifice part of their goals and relationship in order to find agreement for the common good. The plan has the following steps:

- The conflict is diagnosed
- Confrontation is initiated
- Bargaining begins (there is an attempt to balance the gains and losses for each side.)
- An agreement is reached
- The agreement is implemented

Negotiating: a six-step Plan

The plan used in the negotiating strategy tries to allow both parties to maintain their individual goals and maintain the working relationship by using problem-solving and effective communication skills. It is important that the two parties involved have a solid working relationship where trust has already been established. The negotiating plan has the following steps:

- The conflict is diagnosed.
- Effectively initiate conflict. Use of strong communication skills to overcome barriers.
- Pull back from the situation to view the conflict from one's own perspective and the other person's.
- Use a problem-solving strategy to generate the best possible solution. (See the Problem-Solving section).
- Agreement to the decision by both parties and to their responsibilities for implementing the decision.
- Agreement on the persons, method and time for an evaluation of the solution.

An individual invests a great deal of effort, time and skill when using a negotiation strategy for conflict management.

Two other key considerations regarding conflict management are "active listening" and "effective feedback" summarized in the following:

ACTIVE LISTENING CHECKLIST

- Use of attending behaviours: eye contact, body postures and following behaviour (nodding, smiling, making a comment where appropriate).
- Refrain from expressing agreement or disagreement. Show simply that you've understood what the speaker is saying.
- Sit out pauses to encourage the speaker to resume talking.
- Refrain from taking the focus of the conversation away from the speaker by disagreeing or talking about yourself.
- Use open-ended sentences to encourage the speaker to continue talking or elaborating.
- Summarize or restate the speaker's remarks from time to time to show that you've understood.
- Respond to the feelings that may lie behind the speaker's words. Show that you understand how the speaker feels.

Adapted from: Stanford, *Developing Effective Classroom Groups*, 1977.

EFFECTIVE FEEDBACK	
Effective Feedback is guided by cues from both our *thoughts* and our *feelings*. It tells another person how you perceived this individual's behaviour and the effect that it had upon you. Experience indicates that feedback is most effective when it has the following characteristics:	
Descriptive	1. The feedback is descriptive rather than judgemental.
Specific	2. Is specific rather than general.
Appropriate	3. Takes the needs of the receiver into account.
Usable	4. Is directed towards behaviour the receiver can do something about.
Requested	5. Is not imposed on a person who does not want it.
Timely	6. Is well-timed — at the earliest opportunity.
Accurate	7. Is checked out with the receiver — not assumed.
	Adapted from: O.D.A. Organizational Development Association

One of the goals of an effective leader is to increase both the organization's and the individual's capacity for handling conflict. Likert in *New Patterns of Management* (1961) suggested three characteristics necessary for creative and effective handling of conflict. The first characteristic is the existence of a procedure for dealing with conflict that both the leader and the group can initiate and use to deal with conflict. These procedures are designed to foster communication and interaction between individuals and groups in the setting. The second characteristic is skill in interaction processes such as team building, communication and problem-solving by group members and especially the leader. The third characteristic is the establishment of a climate of trust between and among group members. An individual should attempt to ensure that these characteristics are present and used when providing leadership for other people. (Figure 16)

FIGURE 16 **GROWTH STRAND FOR CONFLICT MANAGEMENT**

LEVEL OF ABILITY	CAN IDENTIFY CONFLICT	EMOTIONAL REACTION TO CONFLICT	AWARENESS OF STRATEGY	ABILITY TO DE-CENTRE	COMMUNICATION SKILLS	PROBLEM-SOLVING SKILL
EXPERT	•Able to identify specific conflict issues during the situation.	•Able to express appropriate emotional reaction to conflict situation to the other party	•Makes a conscious decision about which strategy to use, based on criteria.	•Able to examine conflict from your own perspective as well as the other parties.	•Verbal and non-verbal messages are consistent.	•See Problem-Solving Section
					•Able to receive effective feedback	
	•Able to identify specific conflict issues during the situation - sometimes	•Emotional reaction is controlled and expressed to the other party	•Makes a decision about which strategy to use in each conflict situation			
					•Able to give effective feedback	
	•Able to identify conflict issues after pondering the situation	•Emotional reaction is controlled and expressed	•Awareness of strategies uses more than one strategy	•Able to examine conflict from your own perspective and you listen to the other parties in order to strengthen your own position	•Able to paraphrase	
					•Displays active listening skills	
	•Aware of conflict; not able to identify conflict issues	•Emotional reaction is controlled	•Awareness of strategies but uses one strategy for all conflict situations			
					•Avoids communication barriers	
NOVICE	•Not aware of conflict	•Emotional response to conflict is totally spontaneous.	•Responds to conflict but - No Awareness of conflict management strategies.	•Able to examine conflict from your own perspective only.	•Shows ownership of statements.	

(from LEAD TIME, O.S.S.T.F., 1982)

Orientation of New Teachers

It is extremely important that everything possible be done to ensure that a new teacher gets off to a good start. Many people will be involved in this process. The superintendent, principal, vice-principal(s), staff chairman, and head secretary can all play their part but the department head is the person capable of providing the greatest impact.

The department head can ensure that the new teacher is provided with all the information and materials required for effective functioning. S/he also ensures that the process is done well and at the best possible time.

The department head should endeavour to orientate the new teacher with his or her new teaching duties well ahead of time. The orientation should include the provision of handouts and materials and an outline of essential procedures.

The check-list provided in Figure 17, should provide a useful instrument for ensuring that all essentials have been covered. Space has been left under each task to enable department heads to adapt it to their specific school situation. However, it does not cover everything and the department head should be aware of the "climate" created by extraneous circumstances. Is the "in-system" teacher a product of involuntary or voluntary transfer? Is the "in school" teacher also a member of another department or departments? Did this teacher accept the assignment to your department willingly? Is the supply teacher familiar with your school situation? Does your school have orientation procedures for student teachers or is it left to individual department heads to do their own orientation? Lastly, has the teacher been given the opportunity to ask questions about any aspects of the new job of which she or he is not clear?

FIGURE 17

ORIENTATION: HOW ARE NEW TEACHERS BROUGHT ON BOARD?

Do you have an adequate system for this function?

Do you assume that the administrators are looking after this task?

Why not in your role as a department head ensure that all the essentials are taken care of?

ORIENTATION TASK	"TYPE" OF NEW TEACHER					PERSON RESPONSIBLE			
	NEW TO SYSTEM	NEW TO SCHOOL	NEW TO DEPT.	SUPPLY TEACHER	STUDENT TEACHER	PRINCIPAL	V.P.	DEPT HEAD	OTHER PERSON (NAME)
Introduction *To school staff (at first staff meeting)* *To Department* *— at staff meeting* *— one to one* *To teachers with same courses* *To resource personnel* *(Preferably before start of year/semester)*									
Hand Outs *Timetables: Own and others in dept.* *School code: Student rules: School goals* *Teachers' handbook —* *— procedures & practices* *— organizational structure* *— plan of school building* *— names & phone no's of staff* *— list of school duties* *— school year with key dates* *— critical paths* *— goal packages* *— home form rooms & teachers* *Board's collective agreement* *School Calendar* *Course of Study:* *— course outcomes* *— unit outcomes* *— lesson outcomes* *Cafeteria facilities*									

ORIENTATION TASK	"TYPE" OF NEW TEACHER					PERSON RESPONSIBLE			
	NEW TO SYSTEM	NEW TO SCHOOL	NEW TO DEPT.	SUPPLY TEACHER	STUDENT TEACHER	PRINCIPAL	V.P.	DEPT HEAD	OTHER PERSON (NAME)
Keys *Rooms* *Cupboards* *Facilities*									
Materials *What: Where kept: How to use:* *Textbooks* *Supplementary class sets* *Reference books* *Equipment* *Machinery* *Apparatus* *Computers*									
Procedures for: *Typing* *Duplicating:* — *Offset* — *Spirit master* — *Photo copier* *Video tapes* *Films* *Audio tapes* *Guest speakers* *Field Excursions:* — *day* — *overnight* — *"high-risk"* *Professional development* *Curriculum development* *Use of library/resource centre* *Use of specific rooms* *Safety:* — *classroom* — *school* — *out-of-school* *Lateness/* *Attendance problems* *Discipline problems* *Learning disabilities* *Designated programs* *Resource teachers* *Special education services* *Personal days* *Sick days* *Reporting incidents (accidents)* *Reporting student progress:* — *early bird* — *parent phone calls* — *in danger* — *parent-teacher interview* — *final*									
IS THERE ANYTHING YOU WISH TO ASK US?									

Area Subject Head Committees

A department that operates within a vacuum is not giving its best to the students. In most educational jurisdictions within the province of Ontario, there are subject councils or heads' committees. The logical representative of the department on these committees is the department head or assistant head. These meetings can serve a very positive purpose, by specifying the professional needs and problems of area teachers, by setting up workshops, and by making use of consultants, master teachers, and other resource personnel in order to stimulate and encourage as many teachers as possible. Even without the workshops, an interchange of ideas, information, and materials is useful.

The Assistant Head

The job of assistant department head in a secondary school can be a very thankless, unrewarding task, or it can be a challenging, dynamic position of leadership. The largest factor in determining how rewarding the assistant head's job will be is the attitude of the department head.

The basic rule about department operation usually is that the assistant head does as the department head instructs him to do. Some department heads regard their assistants as mere functionaries whose prime value lies in releasing the head from the mundane tasks of textbook inventory, supervising the department's audio-visual equipment, checking examination copy, keeping the minutes of department meetings, and other such duties. Such an attitude represents a missed opportunity for the department head. Here is a person who can really share the load of department supervision and whose skills can be developed to contribute to the leadership of the department.

The department head would do well to regard his assistant head as a "head-in-training". The assistant should be given meaningful tasks within the department, such as directly supervising certain sections of the curriculum, preparing a list of priority items to be purchased, being involved in teacher supervision, and representing the head (and the department) at certain meetings where he can play an active role.

A job description for the assistant head, co-operatively drawn up by the head and assistant, will set down in concrete form the duties of the position. In some cases, the department head may wish to ask for input from department members. This job description will serve as a useful reference point in any evaluation of the assistant head. The other members of the department should be apprised of the duties and responsibilities of the assistant head and of his role in the leadership of the department.

An assistant head who is actively involved in the administration of the department is in a good position to offer advice to the head, to assume leadership of the department in the absence of the head, and to assume a department headship in the future.

The Ineffective Teacher

It is also the professional responsibility of the department head to deal with the ineffective teacher.

What to do about the Ineffective Teacher

1) Who is saying the teacher is ineffective?
   — colleagues
   — students
   — parents
   — non-teaching staff
   — the principal
   — the vice-principal(s)
   — you

2) On what grounds are they (or you) basing this judgement?
   What are the indicators?

3) After 1 & 2 have been checked carefully, the next thing to establish is why the teacher is ineffective. Is it due to
   — Lack of knowledge
   — Lack of skills
   — Lack of teaching ability
   — Resistance to change
   — Lack of resources

4) When the "why" is known the department head can consider "what" to do about the problem. He or she may be able to provide learning materials or other resources or give help on a one-to-one basis. Inservice training may be recommended or a coaching approach adopted as described under Staff Development.

5) If the teacher's competence is in question then there is a recommended procedure to follow. (see part 13 of the O.S.S.T.F. Handbook)

Program Development and Implementation

Index:

- How to cope with the demands of OS:IS 45
- Developing and implementing procedures for annual review 47
- Keeping detailed up-to-date courses of study 49
- Filing with the Principal up-to-date copies of outlines of courses of study 49
- Ensuring that all courses of study within the Department meet the requirements of the Ministry and Board Curriculum Guidelines..... 50
- Providing teachers within the Department with up-to-date course outlines and assisting teachers to develop up-to-date courses of study 50
- Assisting teachers to implement courses 55
- Assisting teachers to modify programs to meet the needs of identified exceptional students 59
- Curriculum review development and implementation at the Ministry level 64
- Program development implementation and review at the system level 65

How to cope with the demands of OS:IS

The very first point that OS:IS makes is that the identification and achievement of the goals of education are a shared responsibility. The effective department head should assist teachers in obtaining as much help as possible for their students.

The teacher's task becomes so much easier when the student is self-motivated and wants to learn. If the self-motivation is lacking then it will be up to the teacher to motivate the students by offering a student-oriented program. Which of the thirteen goals of education is the best one to select to achieve this? We believe it is "to develop a feeling of self-worth" because self-worth is fostered by internal attributes such as self-appraisal, confidence, conviction, self-discipline and self-satisfaction.

Figure 18 entitled "Coping With the Demands of OS:IS", serves to remind us that this is not an easy task for the teacher. This figure should be used for the initial planning of a student's program by underlining those factors that are relevant and listing available sources of teacher help.

One document that is extremely useful in terms of enhancing self-worth and providing models for individualization and differentiation is the Ministry of Education's document: **"THE GIFTED LEARNER: A PLANNING GUIDE FOR TEACHERS"**. The word "gifted" has been omitted from the original version of Figure 18.

MEETING THE INDIVIDUALIZED NEEDS OF THE STUDENT LEARNER

Differentiation	in	content process product evaluation	by	kind breadth depth pace	with relevance to	needs abilities interests aspirations	to encourage learners	To function with competence, integrity and joy as active, independent, creative and productive people in their societies

"We're all gifted, average or slow depending on the task at hand."
(Forgan, 1972)

FIGURE 18

Coping with the Demands of OS:IS

Internal Influences
- realistic self-appraisal
- confidence
- conviction in the pursuit of education
- self-discipline
- satisfaction of achievement

A feeling of self-worth
By the Student

Reinforcing external influences
- encouragement
- respect
- supportive evaluation

CURRICULUM NEEDS	EXAMPLE
— Student orientated program	— Abdul Khan
— Program at correct level of difficulty	— Basic level — Transferred Grade 8 to Grade 9
— Correct balance on knowledge, skills, affects	— Grade 9 Basic level programs
— Implementation of thinking skills at all levels of difficulty	— County model thinking skills incorporated into program
— Modification of program with help from: — School resources — Board resources — Ministry resources — Community resources	 — Assign to remedial room for additional help in reading, two periods per week — Weekly appointment with speech therapist
— Inclusion of "OS:IS Age" elements where appropriate: — Guidance program National language — Language across the curriculum — The arts — The new technologies — Multiculturalism	 — Knows no French. Did not take French in Grade 8. May have to apply for exemption — Needs help with English language from all teachers — Family recently immigrated to Canada. May need help to integrate into school society
— Life skills — Special education — Supervised alternative learning for excused pupils — Library resource centres — partners in action — Sex equity — School and community related packages — Co-operative education — Work experience — The linkage program — Alternative schools — continuing education — Independent study: private study: correspondence: summer school: night school	— Incorporated in Basic level program — Identified as exceptional with learning disability in communications not primarily cultural — Introduce to library staff early in September. Will need help with library resources on a one-to-one basis — This will be a new concept for Abdul — Incorporated in Basic level program

The department head can best help teachers within the department by providing them with up-to-date courses of study and assisting them to develop and implement courses for which they are responsible. This will also include modifying programs for students who have been identified as exceptional.

The main objective of this chapter is to provide a framework for developing effective curriculum, i.e. curriculum that fosters student growth in:

- complex intellectual skills;
- affective traits concerned with esteem and self-direction;

— conventional subject matter knowledge;

— basic skills;

The sections concerned with developing, implementing and modifying courses of study are 6, 7, and 8. Sections 2, 3, 4, and 5 deal with routine matters of curriculum management at the department head level. Sections 9 and 10 give an overview of the curriculum review development and implementation process at Ministry and System levels.

Develops and Implements Procedures for Annual Review

Checklists are invaluable for this task (see Figures 19 and 20). It is important to decide when these procedures will be discussed and who will be involved.

If the department head waits until the end of the school year it may be too late to receive input from all the stakeholders. The review process should be conducted before the end of the course to obtain input from students, parents, members of the community (for programs in which they are involved), teachers who may be leaving the school or the department, and resource personnel.

To comply with section 6.3.4. of the **MANUAL FOR THE ONTARIO STUDENT RECORD SYSTEM (OSR) (REVISED 1985),** there shall be, as part of a report card:

- a concise statement of the program of study undertaken by the pupil, sufficient to enable a teacher to understand the objectives, content, and degree of difficulty of the courses included in the program of study. The statement may be part of the report card or appended to the report card;
- for each program of study undertaken by the student, an anecdotal description, a percentage mark, a letter grade, or some other indication of the pupil's level of achievement in that program of study, or a statement that there has been insufficient time to assess the achievement of the pupil;
- the credit value of the course, expressed as an integer or a decimal;
- in respect of a course for which no credit may be awarded, the words "non-credit course";
- in secondary school, the common course code of the subject.

A revision to a course may necessitate a complementary revision to the statement of program that appears on the report card and also to the course description that appears in the school calendar. Remember that all courses must be described in course calendars according to their purpose and content rather than in terms of the academic competencies of students who select them. *(OS:IS-4.6)*

The effective department head will assist staff in developing realistic time-lines and provide for the identification of manageable stages of change from present practices to desired new practices.

Although it is the principal who is responsible for the accurate completion of each pupil's records, the head of modern languages will also be involved in the completion of the French record card at the end of the year or semester. (Don't forget to record formal summer school programs in French as a second language on a separate line.)

FIGURE 19

ANNUAL COURSE REVIEW *I. List of Departmental Courses*

COURSE CODE	SECTION	TEACHER	GUIDELINE	STATE OF GUIDELINE				STAGE OF COUNTY PROGRAM	COURSE DESC. FOR SCHOOL CALENDAR	ST. TRANSCRIPT	TASK ANALYSIS	
				GUIDELINE IN PLACE	VALIDATION DRAFT	NO GUIDELINE	NEW G.L. BEING DEV.				REVIEW DATE	TEACHERS INVOLVED

FIGURE 20

ANNUAL COURSE REVIEW *II. Individual Course Revision*

Course Code

MANDATORY CHANGES

SOURCE	ACTION REQUIRED	TIME LINE		
		WHO	WHAT	WHEN

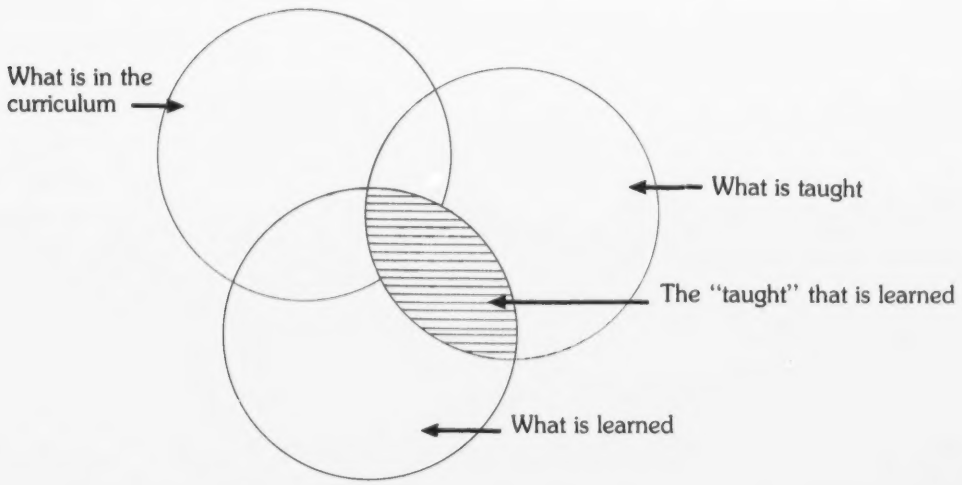
OTHER SUGGESTED CHANGES

SUGGESTED CHANGE	AGREED CHANGE	TIME LINE		
		WHO	WHAT	WHEN

Keeping Detailed, Up-to-Date Courses of Study

These courses of study will include unit and lesson objectives, lesson topics, lists of resource materials, time guidelines and evaluation techniques. If the review procedures referred to above have been carried out then these courses will be up-to-date.

The department head should ensure that these courses of study are written in a manner that will reduce the "curriculum gap" between what exists in curriculum guidelines and the real curriculum that occurs in the classroom. The objectives should emphasize student learning.



The course of study should be developed so that it can be delivered in a variety of ways according to the particular curriculum orientation that the teacher wishes to adopt. In his book, **THE EDUCATIONAL SPECTRUM,** John Miller recognizes seven orientations. At one end of the educational spectrum, teachers may focus on the external person (e.g., student behaviour). At the other end of the spectrum, there is more stress on the thoughts, feelings and images of the inner person. The seven orientations are:

1. behavioural;
2. subject discipline;
3. social;
4. developmental;
5. cognitive;
6. humanistic;
7. transpersonal or holistic.

The reason for making references to these orientations is not to suggest that department heads try to slot their teachers into any particular style. They are included to emphasize the point that all teachers function differently.

Filing with the Principal Up-to-Date Copies of Outlines of Courses of Study

It is a requirement of section 12 of **"Regulation 262 — Elementary and Secondary Schools and Schools for Trainable Retarded Pupils — General",** that the principal of a school shall "retain on file up-to-date copies of outlines of all courses of study for the school". These should be submitted to the principal by the department head and for secondary schools must include:

1. the name of the ministry guideline on which the course is based;
2. the level of difficulty at which the course is offered;
3. the credit value of the course;
4. the objectives of the course;
5. the core content of the course in the sequence in which it will be studied;

6. the evaluation practices that will be used;
7. the name(s) of the textbook(s) to be used as well as any other learning materials that are essential to the course.

These seven items are the minimum requirements. A more comprehensive package is often on file.

Ensuring that all Courses of Study within the Department meet the Requirements of the Ministry and Board Curriculum Guidelines

At first sight, this might appear to be a simple task that involves checking courses of study with the requirements of Ministry & System Guidelines. If does however involve professional awareness and an effective communications system in which the department head is an active link.

The effective department head who regularly attends subject council meetings, has a working liaison with the system support team and who reads articles in Ministry and Federation publications will better understand Ministry and System directives. The head will also be more likely to interpret guideline policies as the originators wish them to be interpreted.

Providing Teachers within the Department with Up-To-Date Course Outlines and Assisting Teachers To Develop Up-To-Date Courses of Study

***"It is considered appropriate, therefore, for each school to develop its own curriculum based on Provincial guidelines to meet the needs, interests and abilities of the students in its community."* (OS:IS, 1987)**

The effective department head who is at level 4 on the Leithwood profile will require teachers to set goals and develop plans for their courses. The head will have clear expectations for teacher planning, including the structure or framework for their plans and timelines for developing plans. The head will ensure that teachers are provided with feedback about their plans.

The criteria to be used in developing and providing feedback about plans should include:

- planning for growth in the objectives established for students;
- balanced attention to all categories of objectives found in Ministry and System guidelines;
- integration with programs across departments;
- reflection of instructional strategies, student activities, content, etc.;
- plans for student evaluation which address all categories of objectives (knowledge, skill and affect);
- strategies for individualizing the program;
- attention to all "within classroom" factors;

Names for the components of programs are listed in most of the literature on curriculum. Some counties have developed their own. Figure 21 lists those identified in the O.S.S.T.F. resource booklet **The Curriculum Connection** and those currently in use in two systems in Ontario. There is a close similarity. This figure also shows components that are referred to in OS:IS or the current intermediate and senior guidance guideline and the library resource publication **"Partners in Action"**. In most cases these will be additions to 'pre-OS:IS age' components. The necessity of having courses of study available for perusal by the general public and the proliferation of new Ministry guidelines has created a need for a design model that teachers can use when designing and up-dating courses of study. The course of study format (see Course of Study Format) is a basic design that could be used to formulate any course of study. It accommodates the requirements of OS:IS and Schools General as well as providing an outline of essential curriculum components.

Some of these "OS:IS-age" requirements will be covered by co-curricular activities, the goals for which should contain input from teachers and department heads. Others such as sex equity permeate all aspects of the school's curriculum, policies, teaching methods and materials, and assessment procedures.

Most new Ministry guidelines make special reference to ensuring a correct balance of categories of objectives as do programs developed at the system level. This is especially true for O.A.C.'s. Nevertheless, the department head's expertise in the field is invaluable. Of equal importance is the need to plan for growth in knowledge, skills and affect (values) objectives. This means that the department head must ensure that growth schemes are developed both within individual courses and between courses in which there is a pre-requisite relationship.

Teaching students to think has long been a goal of educators. With the present focus on the image of the educated person and the fostering of student growth in complex intellectual skills, **"complex skills"** are presently being included in courses at all levels of difficulty. With this goal in mind, students are being taught to construct frameworks for such complex processes as problem-solving, decision-making, correlational studies, inquiry etc. The department must ensure that growth schemes are built into the teaching of these frameworks and the object of the exercise is achieved, i.e. there is growth in student thinking. Wrongly handled, this process could degenerate into a "filling in the rectangles" exercise involving little or no thought.

Some local authorities, such as Hastings County, have introduced a program scale in which components are plotted against stages. A significant line on this scale is that which separates programs at a functional level from those at a refined stage. It is at this refined stage that complex skills are introduced and the program becomes student oriented as opposed to teacher oriented. (See below.)

STRUCTURE OF THE PROGRAM SCALE

STAGES			
High	Integrated	Learner oriented	System goals
	Refined	Learner oriented	Emphasis on skills
	Functional	Subject oriented	Emphasis on subject
	Developmental	Teacher oriented	Emphasis on teacher's actions
Low	Discrepant	Non-oriented	Lacks an emphasis

Figure 22 is a more detailed version of this scale in which the program components have been added.

FIGURE 21

COMPONENTS OF A COURSE OF STUDY

	COUNTY COMPONENTS OF CURRICULUM		ADDITIONAL COMPONENTS
THE CURRICULUM CONNECTION	HASTINGS	LEEDS-GRENVILLE	"O.S.I.S. AGE" REQUIREMENTS
Identification			
Aims	Program Emphasis		Goals of Education (p 3)
Rationale	Philosophy	Philosophy	Multiculturalism (p 8) Sex Equity (p 10)
Entry Characteristics			Levels of Difficulty (p 16-17)
Objectives	Outcomes	Objectives	Program Modification with respect to special education (p 6)
Performance Criteria	Skills Evaluation	Content	Life Skills (p 9) Language across the Curriculum (p 7)
Learning Experiences	Values Strategies	Evaluation Teaching Strategies Environment	Program Development with respect to intermediate and senior guidance guideline 1986 (p 7-11-13)
Materials	Materials	Resources	
Schedule			Role of Teacher with respect to "Partners in Action" (p 16-23-28)
Program Evaluation			(Unless otherwise stated the numbers refer to pages in the OS:I.S. document)

FIGURE 22

CONCEPTUAL PLAN
PROGRAM EVALUATION SCALE

COMPONENTS								
STAGES	PROGRAM EMPHASIS	SKILLS	EVALUATION	MATERIALS	STRATEGIES	OUTCOMES (LEARNING OBJECTIVES)	PHILOSOPHY	VALUES
INTEGRATED	Integrated School Learning Program	Integrated Skills	Evaluation Integrated As a Curriculum Tool	Materials Integrated As Instructional Tools	Strategies Integrated As Instructional Tools	Outcomes Integrated As Instruction And Evaluation Tools	Instructor's Attitudes And Skills Promote An Integrated Program	Values Integrated In Learning Program
REFINED	Balanced Program Knowledge Skills Attitudes	Simple And Complex Skills Development	Measurement of Knowledge Skills and Attitudes	Materials Focus on Objectives	Strategies Focus on Objectives	Outcomes Provide the Planning Basis	Learner Oriented Philosophy	Values Diverse and Integrated
FUNCTIONAL	Knowledge Based Program	Skills Limited to Manipulation of Knowledge	Evaluation Measures Knowledge	Materials Focus on Knowledge	Strategies Focus on Knowledge	Knowledge Outcomes	Subject Oriented Philosophy	Subject Value Influence Instruction
INITIAL DEVELOPMENT	Program in Evolution	Skills Not Rationalized	Evaluation Skills Not Developed	Materials Have Limited Effect	Strategies Have Limited Effect	Teaching Guidelines Provide Direction	Program Alternatives Under Consideration	Global Values Supported
AWARENESS	Program Presented Discrepant With Written Expectations	Skills Confusing	Evaluation Limited to Collecting Marks	Limited Teaching Materials	Limited Strategies	Program Directions Confusing	Learning Purposes Not Rationalized	Values Have Limited Positive Effects

(Developed by Dr. Lloyd Jones, Superintendent of Education, Hastings County Board of Education)

The following outline has been provided as a framework for teachers writing courses of study.

1)

COURSE OF STUDY FORMAT

Identification

Title
Course code
Subject area
Grade
Level of difficulty: Advanced, General, Basic
Credit value
Hours of instruction
Special designation: Mandatory, Optional
Ministry of Education guideline on which course is based
- date
- draft documents (yes/no)
- experimental course not based on guideline (yes/no)

Based on County program (yes/no)
Stage of Program
- school
- field development
- field test
- County
- review County
- revised County

Description for course calendar
Description for student's report card
Date of revision

2) Aims

A reference to the overall purpose of the course in respect to the general change to be brought about in the learner, as stated in the Ministry Guideline.

3) Rationale

A concise statement which justifies the existence of the curriculum. It is the reason for pursuing certain aims, and is closely tied to the basic needs which the course of study is designed to fulfill. It defines these needs and shows how they are being dealt with in the curriculum.

4) Entry Characteristics

No course shall be identified as having prerequisites other than those so identified in Ministry of Education curriculum guidelines, OS:IS 5.6 page 22.

— Students who lack prerequisites should be identified

— Administer reading level tests to all students

— Set up a pre-test to:

  — provide a baseline with which ultimate performance may be compared
  — provide the student with an overview

— Examine the personality traits of students:

— active assertive	v	submissive
— field dependent	v	non-conformist
— right brained	v	left brained
— audio learner	v	visual learner
— stereo paths	v	open minded

5) Curriculum Objectives

The learning outcomes or objectives describe what the student is expected to have accomplished by the end of the course. They should be stated in terms of student behaviour. i.e., the student will:

know.....
comprehend .....
be able to.....

The learning outcomes or objectives should be categorized according to domain to which they are pertaining. In the learning process, however, the acquisition of knowledge, skills and attitudes will be combined.

Cognitive

Knowledge — These should be based on the course content or subject matter of the course and expressed in terms of concepts, units, themes or lessons

Skills

Tool skills — a single act performance sometimes independent of the subject

Application skills — a single performance within a subject area in which knowledge has to be manipulated as a stage of growth in the subject.

Complex skills — a major performance which is made up of a number of contributing acts e.g. decision-making, problem-solving, composition, interpretation, inquiry (casual, comparative, case study, correlational)

Affective

Attitudes, values, social skills, appreciations, personal skills, civic responsibilities

Psychomotor

physical, vocational or motor skills, developed through training.

6) Performance Criteria

A. Student Evaluation

The process of assessing individual student achievement in terms of the aims of the course and the intended learning outcomes.

How is the student's final mark determined? What percentage of the mark is obtained from:

— tests?
— group work?
— course assignments?
— homework?
— examinations?

What types are used:

— diagnostic?
— formative?
— summative?
— peer?
— self?

Is there opportunity for students to practice without penalty?

B. Course Evaluation

The process of determining the extent to which the objectives of the course have been realized as well as the congruence of the course with Ministry Guidelines and the appropriateness of the learning outcomes.

7. Learning Experiences

A reference to the planned teaching/learning strategies to be used in presenting the course:

— lecturing
— group assignments

— computer based instruction
— research topics (partners in action)
— teaching styles (see Flanders Interaction Analysis)
— teaching strategies (see Teaching Strategies Kit — Michael Orme — O.I.S.E.)

8) Materials

— texts
— reference books
— equipment
— supplies
— supplementary resources
— computer software
— audio-visual aids

9) Schedule

A breakdown of units with estimated time allocation

UNIT NO.	NO. OF WEEKS	OBJECTIVES	PERFORMANCE CRITERIA	DATE DUE	VALUE

10) Reporting

There are many forms of reporting to consider:

— individual verbal or written feedback to students
— phone calls to parents
— parent-teacher interviews
— early bird reports
— mid-term/semester reports
— in-danger reports
— final reports

11) Program Evaluation

When will this be done?

Who will be involved?

When will it be undertaken?

(See **EVALUATION IN PERSPECTIVE: A MODEL FOR PROGRAM EVALUATION,** O.S.S.T.F., 1987)

Assisting teachers to Implement Courses

The development of up-to-date courses of study referred to in section 4 is the first of at least three cycles of innovation that are necessary for programs to be implemented.

PHASE 1 Adoption of new program
PHASE 2 Initial Implementation
PHASE 3 Continuation

The process will probably take about three years before it becomes routine.

David Pratt warns us that "More good curricula sink without trace on the shoals of implementation than at any other point." **(THE CURRICULUM CONNECTION, O.S.S.T.F., 1983)**

Ken Leithwood has developed a three stage strategy to ensure that this does not happen. The three stages are:

STAGE 1 Diagnosis
STAGE 2 Application
STAGE 3 Evaluation

Stage 1 Diagnosis

a) Define desired state;
Establish goals for curriculum implementation;
Identify critical components for achieving these goals;

b) Establish current state;

c) List discrepancies between current state and desired state;

d) Identify obstacles to be overcome in order that desired state may be achieved (see Figure 23)

FIGURE 23

Stage 1 Diagnosis

DESIRED STATE		CURRENT STATE	DISCREPANCIES	OBSTACLES
GOALS	CRITICAL COMPONENTS			

Stage 2 Application

For this stage, members of the department will be involved in designing and carrying out procedures that will overcome the obstacles identified in stage 1. In general, they will be concerned with:

a) Knowledge and skills required by teachers;

b) Incentives and rewards for teachers;

c) Material resources and organizational arrangements;

a) Knowledge and Skill

A number of strategies can be employed to overcome the obstacles of lack of teacher knowledge or skills. These will include instructions from the department head either on a one-to-one basis or at department head meetings; reference to current research literature; encouraging teachers to take relevant courses where provided locally; discussion with other members of the department, school or central support team or initiation of appropriate inservice training. One approach that some schools and systems have found extremely successful is that of team coaching but this is dependent upon a nucleus of teachers who are not only willing to give up time to help their colleagues but who also have expertise in the desired field and the skills to impart this knowledge.

b) Incentives and Rewards

Incentives and rewards can be most productive when structured on a co-operative basis and when teachers are encouraged to define their own job satisfiers. When initiated "from above" they are viewed with mistrust as methods for manipulating attitudes of support for a particular change.

Some practical considerations that may generate incentives include:

— timetabling complementary planning periods for teachers;
— timetabling sections of courses in the same time slot so that team teaching activities or exchange of classes can take place;
— provision of inservice education;
— provision of resource materials;
— "freeing-up a teacher as a curriculum manager who can assist his or her colleagues.

c) Material Resources and Organization Arrangements

The level 4 department head makes available to staff, materials and equipment necessary to implement school programs. He or she will ensure that all shareholders are systematically involved in the decision-making process that determines what constitutes the necessary equipment. The effective department head will know not only what can be provided from the department budget but also what is available from infusion grants at Ministry or System level. He or she will be aware of the Ministry's Learning Materials Development Plan and materials and resources available from the community.

Some reference to organizational arrangements has been made under incentives and rewards. These refer specifically to timetabling. Of major importance in the application stage is a realistic time line with clearly defined intermediate goals that will be necessary in overcoming obstacles and removing discrepancies.

Stage 3 Evaluation

There are six steps to the process of program evaluation. The final step is to take action on the decision or decisions that have been made from the findings of the evaluation process. It is regrettable that many evaluations are never completed.

They end at the "findings" stage. However, if nothing is done about the situation, then it was hardly worthwhile initiating the process in the first place.

Six steps to evaluation:

1) Collection of data;
2) Assessment or measurement based on data;
3) Making a human judgement;
4) Determining accountability;
5) Making a decision (or decisions);
6) Taking action.

When assisting teachers to implement new or updated courses the effective department head should be aware of the teachers' feelings about the process. The C-BAM (Concerned Based Adoption Model) developed by the University of Texas at Austin is a useful concept for attempting to determine how receptive a teacher is regarding the proposed change (see figures 24 and 25). It recognises that change is a process not an event, made by individuals first, then institutions. It is a highly personal experience that entails developmental growth in feelings and skills. Until teachers are at a level III on the level of use scale and at the impact stage on the stage of concern scale then David Pratt's fears are justified.

Susan Loucks and Patricia Zigarmi have used these two concepts to generate a four phase change process that is similar to Leithwood's three stage strategy in some respects. However, each phase is characterized by the concerns individuals experience and how the new program is used. The following is a short summary:

1. Orientation and Preparation Phase

— Teacher involved in Planning
— Clearly stated expectations
— A safe learning environment for teachers
— Opportunities for active involvement and practice during training

2. The Implementation Phase (in which teachers are mastering the behaviours necessary to use the innovation smoothly and integrate it into daily practice)

- — Opportunity for follow-up
- — Continuous assessment of needs
- — Reinforcement of effort

3. The Maintenance Phase

(Many innovative efforts are lost once teachers have settled back in their classrooms and the efforts of staff developers are focussed elsewhere — At the maintenance phase there are some teacher activities that could encourage continued use of the innovation)

- — Ongoing administrative support
- — Ongoing opportunities for problem-solving

4. The Refinement Phase

(When use is routine, teachers seldom move to program refinement. If refinement is valued it is necessary to arouse impact-orientated concerns)

- — Opportunities for self observation
- — Individualization
- — Opportunity for choice
- — Opportunities for leadership
- — Administrative support

FIGURE 24

LEVELS OF USE OF THE INNOVATION: TYPICAL BEHAVIORS			
	LEVEL OF USE		BEHAVIORAL INDICES OF LEVEL
USER	VI	RENEWAL	The user is seeking more effective alternatives to the established use of the innovation.
	V	INTEGRATION	The user is making deliberate efforts to coordinate with others in using the innovation.
	IVB	REFINEMENT	The user is making changes to increase outcomes.
	IVA	ROUTINE	The user is making few or no changes and has an established pattern of use.
	III	MECHANICAL USE	The user is making changes to better organize use of the innovation.
NONUSER	II	PREPARATION	The individual is preparing to use the innovation.
	I	ORIENTATION	The individual is seeking information about the innovation.
	O	NONUSE	No action is being taken with respect to the innovation.
C-BAM Project Research and Development Center for Teacher Education The University of Texas at Austin			

FIGURE 25

STAGES OF CONCERN: TYPICAL EXPRESSIONS OF CONCERN ABOUT THE INNOVATION			
	STAGES OF CONCERN		EXPRESSIONS OF CONCERN
IMPACT TASK SELF	6	REFOCUSING	I have some ideas about something that would work even better.
	5	COLLABORATION	I am concerned about relating what I am doing with what other instructors are doing.
	4	CONSEQUENCE	How is my use affecting kids?
	3	MANAGEMENT	I seem to be spending all my time in getting material ready.
	2	PERSONAL	How will using it affect me?
	1	INFORMATIONAL	I would like to know more about it.
	0	AWARENESS	I am not concerned about it (the innovation).
C-BAM Project Research and Development Center for Teacher Education The University of Texas at Austin			

Assisting Teachers in Modifying Program to Meet the Needs of Identified Exceptional Students

The terms "exceptional" and "program" in respect to special education are defined in subsection 1(1) of the *Education Act.*

Exceptional Pupil

Means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education program by a committee.

Special Education Program

Means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan* containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil. (*commonly referred to as the individualized educational plan or IEP)

N.B. The process of developing an educational program for an exceptional pupil is initiated *after* the pupil is placed according to the recommendation of the IPRC (Identification Placement and Review Committee)

Why Does the Student's Program have to be Modified?

The program may have to be modified for one or more of the following reasons:

I. Behaviour
   1. Emotional Disturbance and/or Social maladjustment

II. Communications
   1. Autism
   2. Hearing impairment

3. Language impairment
4. Speech impairment
5. Learning disability

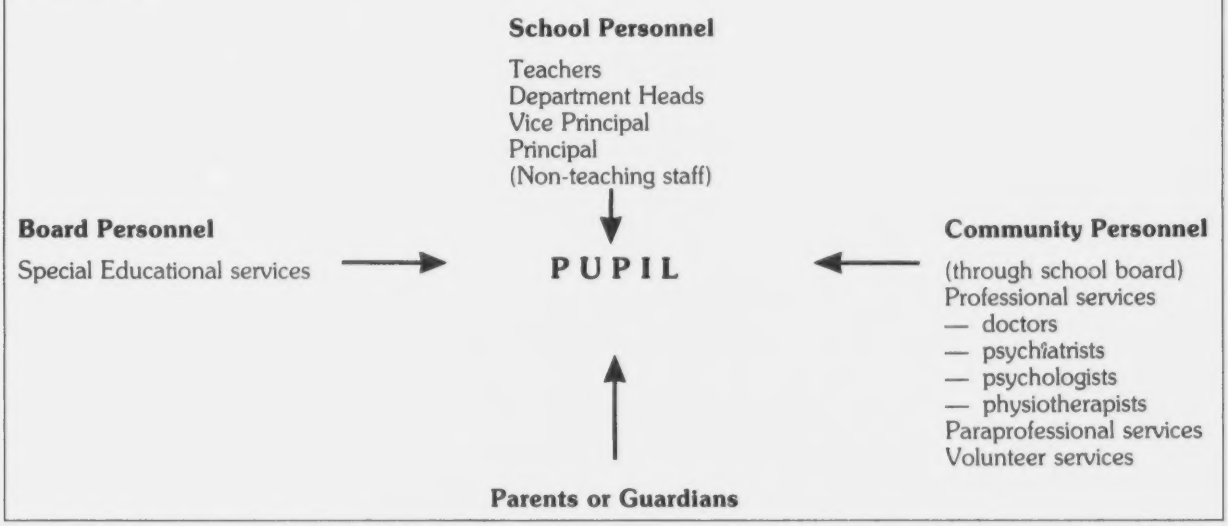
III. Intellectual
1. Giftedness
2. Educable retardation
3. Trainable retardation

IV. Physical

V. Multiple
1. Multihandicap

Who Should be Involved in the Program Modification?

FIGURE 26



A glance at figure 26 will show that, depending on the nature of student exceptionality a large number of people may be involved in the modification of a student's program.

FIGURE 27

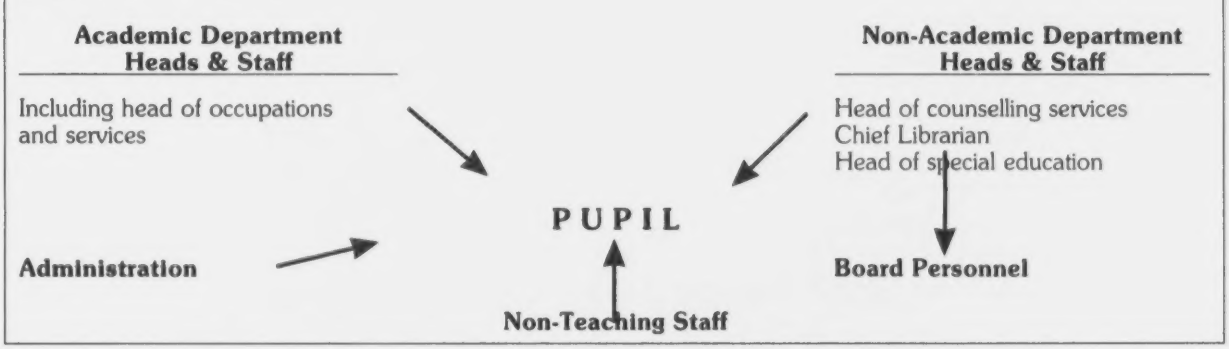


Figure 27 takes a look at the in-school situation (for a secondary school). Non-teaching staff will not generally be involved except in the case of students who are physically handicapped. Such students may need access to elevators, special washrooms or designated areas of the school in which case office staff and custodians may be involved. Vice Principals are heavily involved with students with behavioural exceptionalities.

The organizational structure will vary from school to school. Usually there is an interdepartmental head who is responsible for co-ordinating and monitoring all aspects of special education, which may be school and/or board related. In most systems this person has no teaching duties unlike the head of occupations and services. The extent to which the head of occupations is involved in program modification will depend on his or her role description. In some cases the head of occupations is responsible for all aspects of curriculum for occupational and services students. In other cases the academic department heads are responsible for academic curriculum at the basic level of difficulty and the occupations head is responsible for the life skills and behavioural component. In some systems all students assigned to occupations and special services are designated exceptional: all programs for occupational and services students are modified and all occupational and special services students have an individualized educational plan. In other systems occupations programs are considered to be regular and only those occupational students who are identified as exceptional will have modified programs.

What Aspects of Program can be Modified?

Almost all aspects of program are capable of being modified and one should be reminded of what OS:IS has to say about "Individual Differences":

> ***It is a basic policy in the curriculum for Ontario that individual differences are to be accommodated to the greatest extent possible. Curriculum implementation must therefore involve careful and perceptive adaptation of courses and programs developed from curriculum guidelines, a constant awareness of standards, flexible organizational structures, and, for exceptional pupils, supportive education programs and services.***
>
> **(OS:IS - 1.5)**

What aspects of program should be modified obviously depends on the exceptionality of the student. To what extent a program should be modified is a difficult question. Eventually, a point could be reached when the program has been modified to such an extent that it is now a different program. That is not the intention of program modification.

In the first instance, students should be in courses at the correct level of difficulty for their needs. Advice should be given so that students may be enrolled in courses and programs that best suit their needs. Modifications can then be made at the correct level and in any of these aspects of program:

Entry characteristics
Performance Criteria
Learning Experience
Materials
Schedule
Reporting
Program Evaluation

This is not to say that modification cannot be made to the following aspects:

Philosophy
Aims
Rationale
Objectives

However, these may be areas with which the department head does not wish to deal in isolation. It may be necessary to seek the advice of the Special Education Advisory Committee (SEAC) whose role is to make recommendations to the board regarding any matter affecting the establishment and development of special education programs and services with respect to exceptional pupils of the board. One may need to be reminded that the aims and objectives outlined in Ministry guidelines are usually of a broad nature and allow much latitude for course development. It is the spirit and intent of the guideline that should be kept in mind when modifying program rather than the narrower aims and objectives of the courses that were developed from the guideline.

There may be instances in which the exceptionality prohibits a student from taking a course in one of the sixteen compulsory credits. In this case a principal may substitute up to two compulsory credits by replacing them with additional courses from the remainder of those listed as compulsory.

(OS:IS - 4.10)

Before the days of Bill 82, this quotation by David Ausubel was helpful with respect to developing a program for a student. If "can do" is added to "knows" it makes an equally helpful adage for program modification:

> ***If I had to reduce all of educational psychology to just one principle I would say this: The most important single factor influencing learning is what the learner already knows or can do. Ascertain this and teach him accordingly.***

How should the program be Modified?

Obviously this will depend on the nature of the student's exceptionality or exceptionalities. It could involve modifying several aspects of the program or just one. The intention is not to take all the aspects of program referred to in the previous section and expand them into a lengthy treatise on the numerous ways by which each of them can be modified. Rather, reference is made to a few readily available sources that are extremely useful. A summary of content relevant to this section has been included for each resource.

A. Not Alone

The OSSTF resource book for teaching the secondary student with special needs:

* Bill 82 — Definitions and Implications
* The Whole Child
  - — Labelling
  - — Adolescent personality needs
  - — Self image
  - — Applications to teaching
  - — Utilizing diagnostic and assessment information
* Present Approaches to Special Education.
  This section gives the advantages and disadvantages of integration versus segregation followed by information regarding students, goals, models, integration, teacher's role, for:
  - — Alternative schools
  - — Resource withdrawal programs
  - — Special classes
  - — Main-streaming
  - — Special schools
* Educational Exceptionalities.
  This section looks at physicial, intellectual, specific learning disabilities, other learning disabilities, behavioural exceptionalities; under the sub-headings of:
  - — Behaviours
  - — Possible reasons
  - — Suggestions
  - — "Techniques" for — classroom
    - — gym
    - — shops & labs
* Specific Methods and Programs
  - — Learning progressions
  - — Self-evaluation
  - — Co-operative games
  - — Discovery method
  - — Task analysis
  - — Educational gymnastics
  - — Individual contracting
  - — Grouping
  - — Peer counselling and tutoring
  - — Positive peer culture
  - — Life skills program
* Support Services

B. Handbook for Teachers of Students with Learning Disabilities

Ministry of Education — 1986

* Modality preference and Learning Styles — a warning!
* Development areas and Learning Disabilities
  - — Motor and Co-ordination
  - — Perceptual-motor
  - — Visual perception
  - — Auditory perception
  - — Language

— Cognition
— Social and personal factors

* Placement
  - — Regular classroom
  - — Resource programs
  - — Special class

* Personalizing Instruction
  - — The learning environment
  - — Teaching approaches
  - — Organizing the classroom
  - — Uses of the microcomputer
  - — Cautions re the use of non-educational interventions

* Specific Teaching Strategies
  - — General language
  - — Reading
  - — Writing
  - — Spelling
  - — Handwriting
  - — Mathematics
  - — Visual and performing arts
  - — Social skills

* Special Needs of Secondary School Students
  - — Student characteristics
  - — Designing instructional programs
  - — The learning strategies approach
  - — Strategies for reading and writing
  - — An integrated approach to written-language skills

C. Making the Grade — Evaluating Student Progress

Board of Education for the City of Etobicoke
Prentice Hall Canada — 1987

Modifying Evaluation Procedures and Methods for Exceptional Students in the Classroom — pages 203-225

Differentiating Evaluation for Different Levels of Ability — pages 227-257

D. Programming for the Gifted

Ministry of Education — 1985

Section 5 — Program Adaptations — pages 91-104

E. O.S.S.T.F. Brochures on "You and Your Exceptional Student"

Assessment: The Classroom Teacher's Role
Reporting to Parents
Administrative Adjustments to Help the Exceptional Student
Helping Your Exceptional Student to Take Notes
Helping a Student Get Along with Others
Helping Your Exceptional Students to Take Tests
Every Teacher's Reference Library — Ten Books for Teaching the Exceptional Student
Meeting the Needs of the Student with a Hearing, Vision or Orthopaedic handicap
Adapting Instruction to Meet the Needs of Your Exceptional Student
The Student who Needs More Challenge
Integrating the Exceptional Student — A Dialogue
Teaching the Student who Disrupts and Rebels
Putting Thoughts on Paper: Some Help for Your Exceptional Student

The Classroom Teacher and the IPRC

The Concerned Teacher's Checklist: A Guide to Self-Evaluation

Curriculum Review Development and Implementation At Ministry Level

Curriculum review, development and implementation form a natural cyclical process with considerable overlap among the phases. Within each of these phases a similar cycle of validation and revision occurs that serves as a self-correcting mechanism. (See Figure 28)

Although the process is cyclical in theory, in practice it is necessary to intervene at certain points. The most important intervention is at the review phase because curriculum development should logically follow from assessment of current practice.

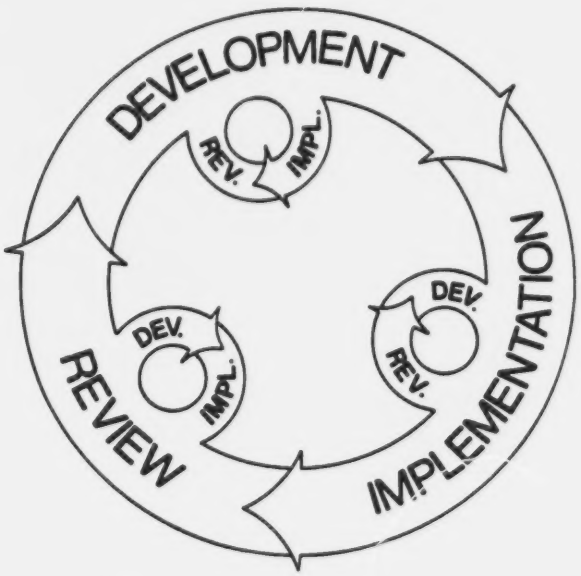
The Ministry of Education has conducted provincial review since 1977 to assess programs and determine the extent to which policy has been implemented. Provincial review reports should be made available to department heads so that they can analyse the results and pass on relevant information to members of their department.

Other groups of which the department head should be aware are:

- The Curriculum Development Division of the Ministry of Education that identifies priorities through its five-year plan.
- The Co-operative Evaluation and Development of School Systems (CEDSS) which has been in use since 1972. It examines the purposes, people, programs and products of a system and involves an in-depth internal evaluation, and external evaluation and a plan for follow-up action.
- The Ontario Assessment Instrument **Pool (OAIP).** During the development phase, an OAIP may be created to help evaluate student achievement and assess programs. The OAIP provides useful teaching materials for program areas for which such an instrument exists. For example, The Geography (Canada) Intermediate Division package contains core content and skills questions and visual materials consisting of extracts from topographical maps and aerial photographs. Teachers will need advice from department heads who are experienced in the use of these instruments. In the geography package referred to above, the skill questions are of an application type. Questions involving complex thinking skills need to be developed to meet current curriculum requirements.
- The Provincial Implementation Team whose role is to plan suitable provincial implementation strategies relating to new documents.

While the ministry articulates broad goals and expectations it is the responsibility of school boards to develop programs that reflect local needs and priorities. In conceptual terms, school systems must develop and apply their own versions of the CRDI cycle at the system, school and classroom level.

FIGURE 28



Program Development Implementation And Review at System Level

To meet the demands created by OS:IS together with the proliferation of new Ministry guidelines, many school boards have developed long range program development, implementation and review plans to assist schools. In some instances, the planning has extended to an inter-county level and school boards have exchanged programs with or purchased programs from each other. Key department heads have been heavily involved and will be familiar with the process that usually includes the following six stages:

- **1. School Program:** Each school initially is responsible for its own program. This responsibility continues until a County core program can be developed. The department head will be heavily involved with the procedures and processes outlined in Section 6. In some Counties the principal's role in the management of the implementation of program in the school includes the development of a process for identifying and evaluating the role of department heads consistent with Ministry and system expectations.

- **2. Field Development:** Board curriculum services initiate a process for reaching agreement on the unit/lesson objectives or outcomes, which are then validated by teachers.

- **3. Field Test:** A complete program is available for trial in schools. Curriculum services initiates the processes for developing materials to support the program and refining the program through trial use in selected classrooms.

- **4. County Program:** The County program becomes the official core program that all teachers are expected to adopt and begin to implement. Although teachers must implement core outcomes, they can influence future revisions and adjust the program to classroom conditions. Alternative strategies and materials can be used as long as outcomes are met.

- **5. Review County Program:** Curriculum services determine the frequency and types of County reviews depending upon perceived conditions, requests from others and available resources. Schools conduct reviews to identify their own specific needs.

- **6. County Program (Revised):** A County program has gone through at least one review and has been revised accordingly.

Supervision of the Quality of Instruction

Index:

Teacher Supervision

Introduction 69
The Individual Imperative 69
Responsive Supervision 70
Developmental Supervision 71
Knowing the Difference Between Supervision and Evaluation 75
What is Supervision? 76
Implementation 76
- Overview 76
- Gathering Information 76
- Diagnosis 77
- Formal Visits 79
- Informal Visits 84
- Effective use of Supervision Time 87
- Establishing Standard Skills for all Teachers 87
- Categorizing Teacher Types 89
- Matching Supervision to Each Teacher 94
- Developmental Supervision of the Supervisor 97

Student Evaluation

Introduction 100
Why We Evaluate Students 101
Characteristics of an Effective Evaluation Program 101
Types of Student Evaluation 102
Factors to Consider Before and After Using an Evaluation Procedure 104
Developing a Program for Student Evaluation 105
Modifying Evaluation Procedures and Methods for Exceptional Students in the Classroom 106
Differentiating Evaluation for Different Levels of Ability 109

Teacher Supervision

"...there is nothing so unequal as the equal treatment of others." **(Anonymous)**

"Even Champions have Coaches" **(Madeline Hunter)**

Introduction

Teaching (and by implication learning) is a purposeful and very conscious process. Occasionally, teaching "just happens"; normally, however, it is a process which is deliberately contrived, so that the more the teacher and those whom the teacher is trying to help know and understand about the essential aspects of the teaching process, the better the teaching and thus the learning are likely to be.

Under the Education Act and Regulation 262, department heads are required to assist the principal in coordinating and supervising the teaching in the department. The ultimate purpose of effective teacher supervision is the growth and development of the teacher and ultimately the students. Therefore, supervision of teachers within a department should pivot around one major concern: How can teaching effectiveness be improved? Obviously, improving a teacher's performance with students has to be a positive step toward a better school system. The major factor that determines a teacher's reaction or response to supervision is the relationship between the teacher and the department head. If the relationship is negative, the reaction to supervision will most probably be negative; if the relationship is positive, then the reaction will be more productive. There must be trust and understanding in the relationship. This section will outline techniques of supervision that can be used by department heads to provide for a more effective leadership style and to foster positive growth in others.

The Individual Imperative

Gerald Hopkirk in **"Educational Administration and the Individual Imperative",** argues for the value of the individual over the organization. "Individual Imperative" would appear to be developmental in nature and in tune with sound pedagogy. Hopkirk argues that schools and school systems should be operated with the same caring attitude towards teachers and administrators as we expect them to hold towards children. If schools could operate on values that enhance the worth and dignity of all the individuals that live and work in them then the "spill over" effects on society could be significant.

Scott and Hart suggest seven values which underlie the individual imperative and which appear to be suited to the type of climate we wish to develop in our schools and educational organizations. It is suggested that these values must apply to all who are associated with the educational endeavour, including students, staff, parents, and trustees.

SEVEN VALUES

- 1) Individuals are born with an innate need to develop psychologically, socially, intellectually and fraternally, through all the stages of their lives.
- 2) Individuals have the right to expect that their personal and unique worth be recognized by the community and its organizations.
- 3) Individuals have the obligation to realize their individual potential, for if they do not, they diminish the quality of the community.
- 4) Individuals have the right and duty to act in the interest and support of human diversity, since whatever they are capable of becoming cannot be achieved unless organizations are uncompromisingly committed to this pluralistic cause.
- 5) Individuals have the obligation to understand the aesthetic and intellectual possibilities of this world, without which individual development is not possible.
- 6) No individual should be used as a means to obtain an end.
- 7) Individuals have the right and duty to dissent, without fear of repression, when any social or organizational arrangement abridges the absolute values of life, liberty, and the pursuit of happiness.

TEACHER EVALUATION AND THE INDIVIDUAL IMPERATIVE

What do we really know about teacher evaluation and its effects? Two things appear clear. First, we know that accountability and improvement of instruction cannot be successfully pursued simultaneously. Yet in spite of this knowledge we continue to link the two in our teacher evaluation systems. As a result, most of the teacher evaluation done in schools is meaningless, "going through the motions" activity that results in paper being crammed in files, in teachers and principals being alienated from one another, and in diversion from true supervision which should provide support for all and increased amounts of attention to those having difficulties. The second fact that we know about teacher evaluation practices is that the only thing teachers see worthwhile about them is the occasional opportunity to sit down with someone to discuss teaching. What appears to be needed is replacement of our typical evaluation schemes with developmental supervisory practices.

Responsive Supervision

Responsive supervision (as presented by Campbell, Cordis, McBeath and Young in **"Implementing Responsive Supervision"**, is an innovative yet practical approach to supervision and teacher development, for it specifically links supervisory method to teacher growth. The method goes beyond the traditional views of clinical supervision which focus on teaching skills and subject knowledge, by taking into account teachers' growth in other developmental areas, particularly the affective domain. It posits that effective teaching is more than a mastery of teaching skills and curriculum knowledge — it also involves attainment of a mature level of development in such areas as ego, level of conceptualization, and interpersonal communication. Effective supervision depends on the supervisor's ability to promote growth in such developmental areas; in other words, supervisors themselves must have a high level of development in the growth areas if they are to support, assist and challenge teachers to grow in perceived areas of need. (Level 4 of Leithwood's Department Head Profile) Therefore, focus is on two key aspects: that of establishing teachers' supervisory needs and adapting one's supervisory style to the needs of the teacher.

Responsive supervision is that approach in which supervisors elect to use specific supervisory techniques on the basis of an analysis of teacher behaviour in five growth areas: ego, content knowledge, level of conceptualization, interpersonal communication, and teaching process. (see Figure 29) The supervisory style that is selected is based on the level of development that the teacher has attained in each of these areas and is designed to stimulate further growth. As the level of development of the teacher changes, the supervisory approach changes in order to promote further growth. Responsive supervision is based on mutual trust and support. It requires a long-term commitment. The ultimate intent is to provide the teacher with autonomy. It demands that the department head be "situationally" sensitive". In such an endeavour there is no place for summative evaluation; the purposes of summative evaluation are incongruent with the purposes of responsive supervision.

FIGURE 29

Dimensions of development

Responsive supervision is that approach in which supervisors elect to use specific supervisory techniques on the basis of an analysis of teacher behavior in five growth areas:

- The *ego* dimension, which includes:
  - — taking responsibility for one's behavior,
  - — concern for others,
  - — ability to respond positively to feedback,
  - — ability to discuss one's teaching objectively and honestly,
  - — ability to reach out and facilitate growth in others,
  - — willingness to disclose,
  - — positive self-concept, and
  - — self-esteem.
- The *content knowledge* dimension, which includes:
  - — knowledge and understanding of instructional and curriculum content,
  - — ability to go beyond the text,
  - — ability to answer students' questions and extend their knowledge and understandings of subject matter, and
  - — ability to restructure knowledge.
- The *level of conceptualization* dimension, which includes:
  - — ability to analyze one's own teaching,
  - — ability to identify problem areas or areas for improvement,
  - — ability to identify alternative behaviors,
  - — ability to apply theory and ideas, and
  - — ability to design professional development plans.
- The *interpersonal communication* dimension, which includes:
  - — ability to communicate with students, parents, and school staff.
- The *teaching process* dimension, which includes:
  - — the ability to use a variety of instructional skills and strategies appropriately and effectively.

(Campbell, Cordis, McBeath and Young)

Developmental Supervision

According to Glickman, 1985, supervision may be **DIRECT, COLLABORATIVE,** or **INDIRECT** and should be geared to the level of development of the teacher. The type of interaction must be considered in terms of impact. The intention may be nurturing, informing, problem-solving, avoiding, controlling, praising, or growth enhancing. The impact depends on the frame of reference of the teacher and the relationship between the supervisor and the teacher. The impact may either increase autonomy or bring about compliance. It is important that the supervisor ensure that what is intended corresponds with that is needed and received, by encouraging meaningful feedback. (see Figures 30 and 31 taken from LEAD TIME, O.S.S.T.F., 1982)

FIGURE 30

Glickman has also developed a "Supervisory Behaviour Continuum". Behaviours at the left extreme of the continuum are non-directive; behaviours in the middle section of the spectrum are collaborative; and behaviours at the right extreme of the spectrum are non-directive. (Figure 31)

STYLE OF SUPERVISION	NON-DIRECTIVE	COLLABORATIVE	DIRECTIVE
DEFINITION	The Non-Directive Supervisor believes in the basic premise that teachers are capable of analyzing and solving their own instructional problems. Only when the individual sees the need for change and takes major responsibility for it will instructional improvement be meaningful and lasting.	The Collaborative Supervisor actively negotiates with a teacher the plan of action for the improvement of instruction; the collaborative orientation presupposes that a supervisor's or teacher's individual ideas about instructional improvement are not as effective as mutual ones.	The Directive Supervisor has judged that the most effective way to improve instruction is by making standards clear and by tangibly showing teachers how to attain such standards.
TEACHER RESPONSIBILITY	High	Moderate	Low
SUPERVISOR RESPONSIBILITY	Low	Moderate	High
PRIMARY METHOD USED IN SUPERVISION PROCESS	Self assessment with supervisor acting as a guide.	Mutual contract decided upon by supervisor and teacher.	Delineated standards unilaterally determined by supervisor.

1. Listening - The process of making a conscious effort to understand what a person is saying	2. Clarifying - The process of replying to statements with questions intended to give a fuller understanding of the problem	3. Encouraging - The process of having the teacher talk at greater length about other factors that may be part of the problem	4. Presenting - The process of offering your own perceptions and thoughts about a situation	5. Problem Solving - The process of initiating a discussion with statements aimed at exploring solutions	6. Negotiating - The attempt to quickly get to the matter at hand and to mutually agree upon a solution	7. Demonstrating - Actually showing a teacher how he/she might act in a given situation	8. Directing - Detailing to a teacher what he/she should do in a given situation	9. Standardizing - Setting out specific standards that must be met	10. Reinforcing - The process of delineating the conditions and consequences for teacher improvement. e.g. "You will do this and this will result."

← NON DIRECTIVE → ← COLLABORATIVE → ← DIRECTIVE →

← MINIMUM SUPERVISOR RESPONSIBILITY → MAXIMUM SUPERVISOR RESPONSIBILITY →

← MAXIMUM TEACHER RESPONSIBILITY → MINIMUM TEACHER RESPONSIBILITY →

FIGURE 31

Many supervisors will adhere to one supervisory style without regard to the specific situation. Glickman argues that your supervisory style should vary depending upon certain characteristics of the individual being supervised. He believes that teachers can be conveniently placed along two continuums: a "commitment continuum" and a "levels of abstract thinking continuum". Having placed the teacher in a particular quadrant the supervisor can then determine the supervisory style that should be used for that individual teacher. The directive style would be most appropriate for the "teacher dropout". The collaborative style would be most suitable for the "analytical observer" and for the "unfocused worker". Finally the non-directive style would be most effective for the "professional". (see Figures 32 and 33 taken from LEAD TIME, O.S.S.T.F., 1982)

FIGURE 32

COMMITMENT CONTINUUM

Low ⟷ High

- little concern for students
- little time or energy expended
- primary concern is to keep one's job

- high concern for students and other teachers
- extra time or energy expended
- primary concern is to do more for others

LEVELS OF ABSTRACT THINKING CONTINUUM

Low — Moderate — High

- confused about the problem
- does not know what can be done
- "show me"
- has one or two habitual responses to problems

- can define the problem
- can think of one or two possible responses to the problem
- has trouble thinking through a comprehensive plan

- can think of the problem from many perspectives
- can generate many alternative plans
- can choose a plan and think through each step

Glickman combines the two continuums into a model; the supervisor places the individual teacher on the two continuums and can then decide in which quadrant the teacher lies.

MODEL OF TEACHER CATEGORIES

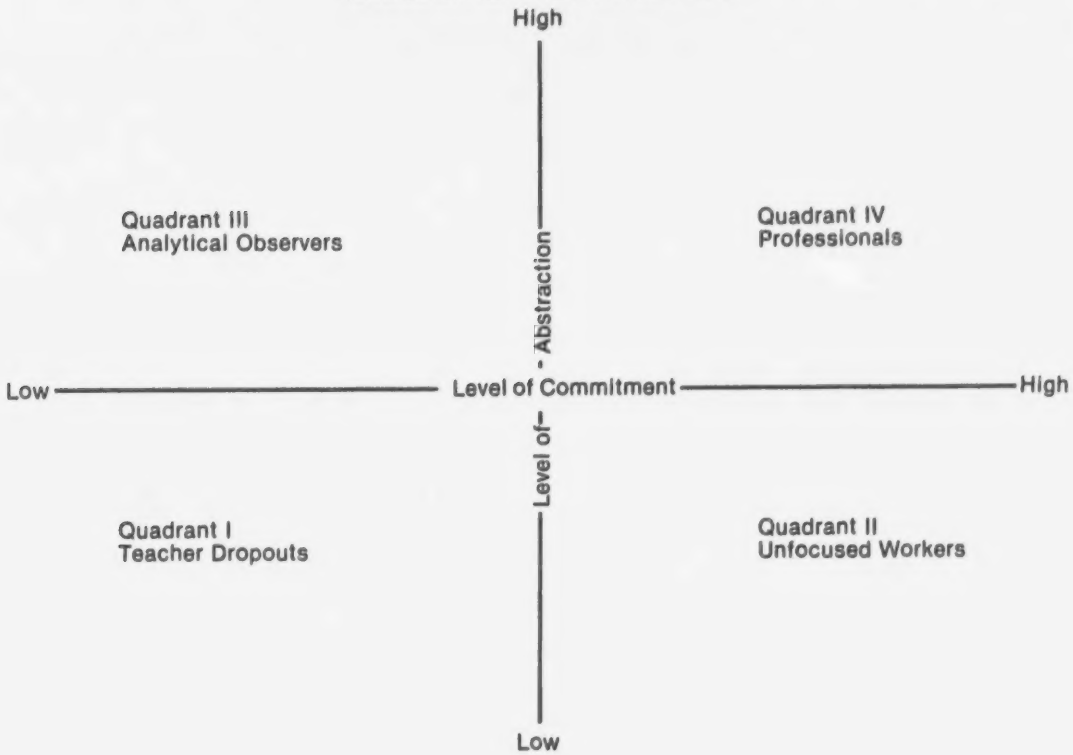
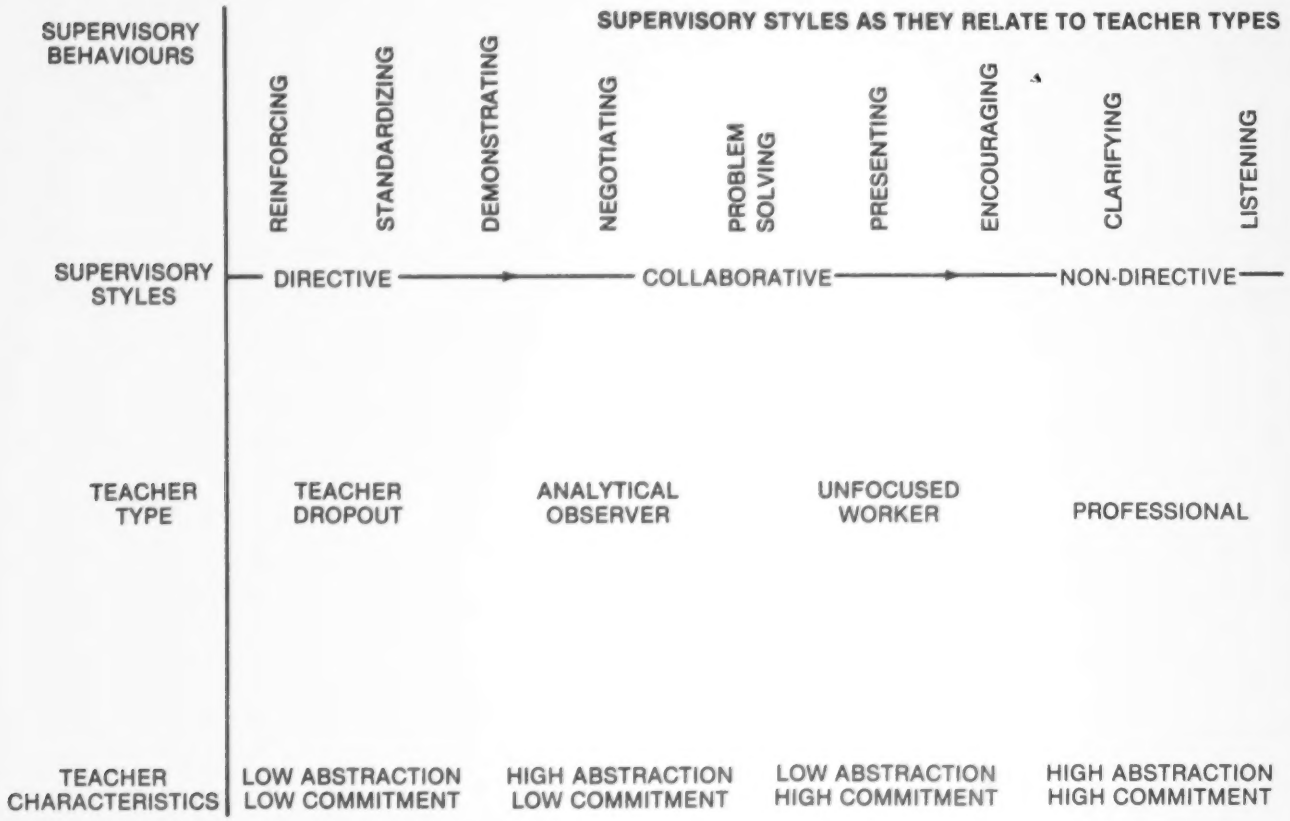


FIGURE 33



Knowing the Difference Between Supervision and Evaluation

Supervision and evaluation are distinctly different from each other in three important ways. The following chart summarizes the significant differences:

SUPERVISION/EVALUATION COMPARISON

	Supervision	**Evaluation**
Objective:	To improve teacher performance.	To rate teacher performance
Activities:	Identify needs of teacher Focus on areas needing help Involve teacher in improvement plan Use objective terms	Judge performance of teacher Offer global overview of teaching efforts Make teacher aware of weaknesses Use subjective values
Outcomes:	Motivation to improve Inspiration to continue improving Trust in the supervisor grows	Demoralization Frustration Suspicion of the supervisor results

(from SUPERVISION FOR BETTER INSTRUCTION)

What is Supervision?

Supervision is a leadership role. In performing this role, the department head diagnoses teacher performance needs and then guides, directs, assists, suggests, supports and consults with the teacher.

Objectives to be Accomplished

The objectives of supervision are to help the teacher learn what aspects of his or her teaching performance needs improvement and then, specifically, how to improve them.

Activities Conducted

The supervisory process begins with an identification of the areas needing improvement. These areas are identified through a diagnostic process.

The next supervisory activity is to focus the improvement effort. This focus is both limited and specific at any given time.

The number of areas that are involved in the improvement effort must be realistic and manageable.

The supervisory effort involves the teacher in the development of a constructive plan for improvement. The department head and the teacher work together to provide the resources, both human and material, which will be required to carry out the plan.

Objective terms are used when conducting the diagnosis and implementing the plan. The teacher's actions are described in terms that state what was actually seen, without drawing a conclusion.

Resulting Outcomes

The outcomes of the supervisory activities are usually both positive and productive. Because the supervisory activities foster teacher motivation, inspiration and trust, they help the teacher improve his or her teaching performance.

Supervisory activities foster motivation because the supervisory suggestions for improvement discussed with the teacher are realistic and within the teacher's ability to implement. Therefore, the teacher is motivated to act.

The helping nature of the relationship that develops during the supervisory process results in a climate of mutual respect and trust. The teacher's individual experience with the supervisory process leads him or her to view supervision as helpful rather than harmful.

Implementation

How does a department head go about the process of effective supervision? The following information includes one possible way of implementing the process.

Overview

The department head's task is to promote NON-DIRECTIVE supervisory discussion. This type of discussion between teacher and department head should be one of continual interaction. At all times the department head promotes critical comment and self evaluation by the teacher. The key is trust and co-operation. Judgement is kept to a minimum. The mutual effort put forth by both the department head and the teacher promotes co-operation and trust.

The following overall approach to supervision must be kept in mind at all times:

1) explain the process
2) use conferencing and visitation to determine the teacher's profile
3) plan collaboratively for professional growth
4) include supervision of the supervisor

Gathering Information

The improvement of the quality of instruction begins with a *diagnosis of teacher needs*. Gathered data constitutes information about the skills and needs of the teacher. The data is most useful when it relates to a particular type of diagnosis, one that examines:

- the teacher's views and concerns as discussed during a conference;
- the teacher's instruction plans for what, when, how, and with whom;

- what is happening at a particular point in time, in the teacher's classroom;
- how the teacher's classroom functions as a total learning environment;
- how instructional time is used by the teacher and students;
- what students produce;
- the teacher's performance during delivery of instruction;
- perceptions of peers and parents about the teacher.

Objective data is data that has been observed and can be described. Avoid interpreting the data and making an evaluation for two reasons:

- your interpretation may be wrong;
- your interpretation could cause the teacher to become hostile and defensive.

Gathered data should accurately record the date, time, place and events observed. This prevents distortion of the facts and a lack of recall when that data is later reviewed in conference with the teacher.

Diagnosis

The purpose of conducting a diagnosis is to determine teacher skills and needs so that an appropriate supervision plan can be formed.

The purpose of an "exploration" conference (held early in the school year,) is to give the department head the teacher's point of view about everything that interacts with the delivery of instruction. Discussion may include expectations for the year, specific subject matter, learning resources, student population and personal problems.

Data from such a conference can be used:

- to provide insight;
- to identify immediate needs;
- as a self-evaluation;
- as an initial diagnosis.

(see sample "Teacher Objective Form")

Continually reviewing the teacher plans of every member of the department is a powerful and appropriate diagnostic tool for the department head.

TEACHER OBJECTIVE FORM
GROWTH ORIENTED PLANNING AND EVALUATION

TEACHER'S NAME _____ **PRE-CONFERENCING DATE** _____

OBJECTIVE (What I Want to Accomplish): _____

MEASUREMENT: _____

STRATEGIES OR ACTIVITIES (Steps I Will Take To Accomplish This Objective):

COMPLETION DATE (When I Would Propose Completing My Objective): _____

REVIEW DATE(S): _____

REQUESTED ASSISTANCE OR RESOURCES REQUIRED (What My Supervisor Can Do To Help):

TEACHER COMMENTS (What did I Accomplish): _____

SUPERVISOR COMMENTS: _____

POST-CONFERENCING DATE _____

TEACHER'S SIGNATURE _____

SUPERVISOR'S SIGNATURE _____

(Based on the employee objective form for Growth Oriented Planning and Evaluation used in Frontenac County.)

A common method of supervision is the classroom visitation. By supervising another teacher, the department head gains insight into what is happening in the classroom and the level of development of the teacher with reference to the profile summary of the teacher. Information gathered through observation can be used as a basis for conferencing with the teacher, and ultimately for planning for appropriate growth strategies for the teacher. Visitation is necessary because the teacher may possess a private perception of competence, which may be obscured because there is no external frame of reference.

Effective visitation is important because the teacher functions within the classroom environment, and the purpose of effective supervision is the growth and development of the teacher and ultimately the students.

Formal Visits — Observing Classroom Environments

The structure, activity and organization of the classroom dramatically affect learning. Observe the classroom to determine the overall effectiveness of the learning environment. To accomplish this, focus on three important aspects of the classroom:

- the roles of the teacher;
- the activities of the students and;
- the organization for encouraging student involvement;

(See Figure 34, Classroom Environment Observation Form)

THIS SAMPLE FORM IS FOR INFORMATION AND DISCUSSION ONLY. IT IS NOT TO BE USED FOR RATING, EVALUATION OR FILING PURPOSES BY DEPARTMENT HEADS.

The results of your classroom environment observation should be reviewed with the teacher during a conference. It is important for the teacher to understand the overall effectiveness of his/her classroom.

This conference should focus on items that are easily connected. Other items that require more extensive supervisory help should be noted and incorporated into the action plan.

Formal Visits — Observing Teachers

The purpose of observing teaching performance is to help the department head and the teacher to establish collaboratively a plan for improvement or growth. The aspects of teaching viewed during the observation include the full range of skills required in the delivery of instruction. These can be grouped into three areas:

- lesson delivery;
- student effectiveness; and
- teacher performance;

How to Conduct the Observation

The **Instructional Delivery Skills Checklist** is a useful aid for observation. The results of your teacher observation should be reviewed with the teacher during a conference. It is important for the teacher to understand the overall effectiveness of his or her teaching.

FIGURE 34

CLASSROOM ENVIRONMENT OBSERVATION FORM

Scale: 5 = outstanding 4 = excellent
3 = good 2 = fair 1 = poor

Scale: A = all M = most
S = some N = none

TEACHER ROLES

Diagnostician of Needs
Observations

ACTIVITIES
_____ tests
_____ questions
_____ checks classwork
_____ checks homework
_____ corrects classwork
_____ observes
_____ groups for instruction

Instructor
Observations

_____ moves about
_____ instructs whole class
_____ instructs groups
_____ instructs individuals

Manager of the Environment
Observations

_____ plans instruction
_____ controls behavior
_____ keeps students on-task
_____ keeps progress records

ORGANIZATION OF THE CLASSROOM

Materials
Observations

ACTIVITIES
_____ visible
_____ varied for learning style
_____ different levels of ability
_____ neatly arranged
_____ easily available

Appearance
Observations

_____ furniture arranged to suit
_____ instructional areas
_____ students' work displayed
_____ clean
_____ attractive
_____ adequate lighting
_____ comfortable temperature

STUDENT AREAS

On-Task Activities
Observations

ACTIVITIES
_____ class group
_____ group
_____ peer group
_____ independently

Using Materials
Observations

_____ varied modalities
_____ different levels
_____ productively
_____ with respect/care

Managing Own Instruction
Observations

_____ keep records
_____ plan activities
_____ check work
_____ give/get help
_____ respect others
_____ use rules
_____ follow code of behavior
_____ move freely
_____ move quietly

Teacher _____ Class _____ Date _____

Comments:

_____ _____
Teacher's Signature Supervisor's Signature

THIS SURVEY FORM IS FOR INFORMATION ONLY. IT IS NOT TO BE USED FOR RATING, EVALUATION OR FILING PURPOSES BY DEPARTMENT HEADS.

(from SUPERVISION FOR BETTER INSTRUCTION, Marcia Kalb Knoll. Prentice-Hall, 1987.)

INSTRUCTIONAL DELIVERY SKILLS CHECKLIST

AREAS	COMMENTS
LESSON DELIVERY	
prepares students for instruction	
establishes a climate for learning	
gains students' attention	
states what is to be learned	
student motivation	
establishes why it is important to learn this	
relates new information to prior student experiences	
relates new information to prior student knowledge	
delivery sequence	
reviews necessary basic skills	
presents concrete before abstract materials	
uses manipulative and visual approaches before oral ones	
develops the lesson from easy to complex	
summary	
medial to indicate where we have come thus far	
final to confirm what we have learned	
delivered by students, if possible, or by the teacher	
review and reinforcement	
immediate as guided group work	
immediate as independent seat work	
delayed as homework assignment	
delayed as assignment later that day or week	
PUPIL EFFECTIVENESS	
students' involvement	
students respond and contribute freely	
teacher does not dominate the lesson	

THIS [illegible] FOR INFORMATION AND DISCUSSION ONLY. IT IS NOT TO BE USED FOR RATING, EVALUATION OR FILING PURPOSES BY DEPARTMENT HEADS.

AREAS	COMMENTS
lesson appropriateness	
contains skills new to the students	
contains skills not mastered by the students	
language development of the students	
encouraged to speak in complete sentences	
encouraged to use correct English	
arrow of recitation	
students speak and respond to the ideas of their peers	
students rarely respond only to the teacher	
behavior of the students	
listen to the comments of peers	
help each other	
wait for an opportunity to respond	
TEACHER PERFORMANCE	
questioning techniques	
few lower-level questions are asked	
few yes/no questions are asked	
mainly thought questions are asked	
instructional aids	
contribute to the effectiveness of the lesson	
of multi-modal nature	
books, texts, and other written materials	
appropriate to the content of the lesson	
appropriate for the level of understanding of the students	

THIS SAMPLE FORM IS FOR INFORMATION AND DISCUSSION ONLY. IT IS NOT TO BE USED FOR RATING, EVALUATION OR FILING PURPOSES BY DEPARTMENT HEADS.

To help the department head to engage in effective classroom visitation, the following process is recommended.

Guided Supervision

A. Before visiting a class ASK"

1. *Where* are you in the course?
   (unit, lesson etc.)
2. *What* teaching/learning activities will be observed?
3. *What* skills, attitudes, knowledge will be taught?
   (What are your students going to get out of it?)
4. *How* are you going to do it?
   (Methods)
5. Are there particular teaching behaviours that you especially want monitored?
6. How are you going to know if the students have learned?
7. What special characteristics of the students should be noted?
8. (Yourself) How would I teach this lesson?

B. Guidelines for Classroom Observation (Always Ask Yourself)

1. Is the teaching focused on a particular learning target —
   Not a bit of everything or nothing?
2. Appropriate objectives — already obtained or too difficult?
3. Was progress toward objectives made?
4. What teacher behaviour facilitated learning?
5. What teacher behaviour interfered with learning?
6. Were support media well prepared/chosen?
7. Were evaluation activities effective?
8. Was a good learning environment maintained?
9. Were a variety of learning modes provided?
10. Were appropriate applications of principles of learning made? (positive reinforcement, etc.)

C. What to Look For in a Well Organized Lesson

1. Specified objectives
2. Reviews and previews
3. Task orientation — subject matter at hand is major focus of discussion
4. Transition Signals
5. Emphasis on important aspects — structured comments
6. Clarity of explanation
7. Checks for comprehension
8. Personal efficiency and organization
9. Summary of completed lesson

D. What to Look For — Variables shown to provide a promising relationship between Teacher Behaviour and Pupil Gain

1. *Clarity:* cognitive clarity of teacher's presentation
2. *Variability:* teacher uses variety in lesson presentation
3. *Enthusiasm:* teacher uses vigor, power, involvement, and interest in lesson presentation

4. *Task-Orientation or Businesslike Behaviour:* teacher is task orientated, achievement oriented.
5. *Student is given opportunity to learn criterion material:* teacher provides for relationship between material and criterion of pupil performance.
6. *Use of Student Ideas and General Indirectness:* acknowledging, modifying, applying, comparing, summarizing students' statements.
7. *Criticism:* criticism or controlling the pupil, extent to which the teacher shows hostility, strong disapproval, or a need to justify authority.
8. *Use of Structuring Statements:* the extent to which the teacher uses statements designed to provide an overview of, or cognitive scaffolding for, completed or planned lessons.
9. *Type of questions asked:* usually categorized as "lower cognitive" (recall) or "Higher Cognitive" (evaluative).
10. *Probing:* teacher responses that encouraged the student (or another student) to elaborate upon his or her answer.
11. *Level of Difficulty of Instruction:* student perceptions of the difficulty of the instruction.

E. Follow Up

— Actively help the teacher to interpret the observational data;

— Assist the teacher in developing options for future behaviour;

— Encourage the teacher to take action;

— Compare mutual feelings about the supervisory relationship and the process;

— Agree on Future supervisory actions.

(Developed by Don Goodridge, Principal, LaSalle Secondary School, Frontenac County Board of Education)

Informal Visits

Informal visits can help the department head accomplish a variety of objectives, such as:

- to determine what is actually happening;
- to confirm teacher plans;
- to monitor progress;
- to look for potential trouble spots;
- to increase invisibility.

The objectives of the informal visits are better met if the visits are unannounced and ongoing throughout the year. This does not mean, however, that visits are unplanned. The informal visit is most effective if a plan is developed for its use. The plan must fit the department head's needs and schedule.

Informal visits do not require that feedback be provided to the teacher. This is especially true if:

- Informal visits are a part of a regular schedule for all classrooms.
- The department members accept your informal visits.

Informal visits require feedback to teachers if:

- The visits are infrequent;
- They are a new action;
- Teachers are anxious about the visits;
- Something unusual or exceptional was seen;
- You wish to make a suggestion related to what you saw.

Feedback to teachers about informal visits to their classrooms should:

- Be objective in nature;
- Usually communicate a commendable item;
- Offer minor suggestions.

Items of a serious nature or ones that require extensive skill development should become a part of the supervisory action plan.

It must be emphasized that these processes must be co-operative. The co-operative nature of the discussion is vital in that the process must allow for movement towards self-evaluation on the part of the teacher. Self-evaluation instruments are useful in that they encourage the individual to look closely at attitudes, methods, and overall effectiveness.

By participating in a more co-operative type of supervision both self-image and external image are blended into a composite picture. In open discussion, the areas of strengths and weaknesses are identified and both the teacher and the department head become involved in improving upon strengths and identifying and eventually eliminating weaknesses.

In addition, visitation provides data from observation so that directions for personal growth can be established. This is where a teacher profile summary becomes useful. The teacher as an individual is addressed by this dimension of the supervisory process (responsive supervision). During a planned conferencing session, the teacher profile can be used between teacher and department head to determine where the teacher is in terms of personal/professional development, and what actions can be undertaken by the teacher and the department head to promote growth. Visitation, in this light, is seen as complementing the larger growth framework. (See Figure 35 — Ottawa profile summary)

FIGURE 35

THE OTTAWA BOARD OF EDUCATION
INTERMEDIATE ENGLISH IMPLEMENTATION PROJECT
SUMMARY OF TEACHER PROFILES

	OUTCOMES	RESOURCES	STRATEGIES	MONITORING
Level 1	- commercial materials determine student objectives - no integration - minimal parental communication (teacher-to-parent) - correctness and silence only from students - extrinsic motivation for students.	- print material in classroom only - isolated skill-drill - no knowledge of policy regarding time allocation	- whole group - teacher controlled - silence - all students work always on same task at same time	- no diagnostic assessment - negative feedback to students - mark-oriented teaching - all students evaluated the same way - focus on surface correctness
Level 2	- some selection of objectives to suit programme - limited reports to parents (one-way) - curiousity also valued in students - still mostly extrinsic motivation	- materials based on ready availability and occasionally student interest - allocation of time conforms to policy - still isolated skill-drill - occasionally uses sources of information other than self	- occasional grouping - limited, controlled student-student interaction - a few tasks related to valued outcomes - little integration of tasks	- informal and unsystematic diagnostic assessment - marks are the only information about progress - some variety in expectations for students - frequent tests, drills, quizzes
Level 3	- teacher-developed materials for brighter students - reporting to parents still mostly one-way at prescribed times - inventiveness, playfulness valued in students - some intrinsic (personally satisfying) motivation	- teacher uses library resources - interest, reading level used to determine materials - some integration of reading/writing skills - some community and school personnel used as sources of information	- regular grouping for reading - student-student interaction on a regular basis - some exploratory talk - teacher helps students build on incorrect answers - some attempt at individual programming and integration	- diagnostic assessment using standardized tests - information conveyed through placement - rate of programme is adjusted to levels of group performance - some marking for effort - some anecdotal reporting
Level 4	- teacher develops most objectives for students - variety of parental communication methods - teacher encourages wide range of positive student attitudes - mostly intrinsic motivation	- programme objectives used sometimes for selection of materials - some student-collected materials as well as use of community/school personnel - reading/writing objectives integrated - still some isolated skill-drill	- classroom organization is usually appropriate to purposes of instruction - some opportunity to practise valued language tasks - regular, varied student-student interaction - regular attempts made to provide continuous integration of tasks and content	- variety in diagnostic assessment tools - students informed of strength/weaknesses - formative evaluation related to the objectives of the programme - summative evaluation is usually criterion-referenced - valued outcomes occasionally determine summative assessment
Level 5	- student objectives determined by programme and student needs - two-way parental communication - teacher is language role model - positive student attitudes encouraged - usually intrinsic motivation - extrinsic motivation as appropriate	- programme objectives largely determine materials choice - reading/writing skills taught in context - variety of personnel used in programme, as appropriate, and as frequently as possible	- classroom organization varies and is appropriate to purposes of instruction - students are permitted some interpretation of classroom assignments to suit individual interests/needs - tasks are integrated with content and continuity of development is apparent	- regular, varied diagnostic assessment - learning objectives stated and referred to in evaluation procedures - peer and self-evaluation - regular and frequent feedback on formative evaluation - summative evaluation is criterion-referenced and adapted to the individual

Effective Use of Supervision Time

These processes take time and commitment on the part of the department head and the teacher. Understanding and support of the principal is needed if the process is to be effective.

The question that must be answered is: "How can the department head achieve the best supervision results for the time expended?" Consideration must be given to both teacher need for supervision and teacher type. The department head must balance the greatest need with the anticipated best result.

One possible way of organizing for this activity is to set up a simple schedule of visitations and conferences to ensure that time is set aside for this vitally important activity. The advantages of simple schedules such as the following are that the process is more likely to take place, and everyone involved is aware of when and where so that other planning to facilitate the process can take place (e.g. classroom coverage, curriculum planning). (see Figure 36).

FIGURE 36

SUPERVISION SCHEDULE 19

OBJECTIVE: **One formal and one informal visit in each semester according to the following schedule**

	PERIODS	SEPT.	OCT.	NOV.	DEC.	FEB.	MAR.	APR.	MAY	PERIODS
TEACHER A	1, 3, 4		√	*			√		*	1, 3, 4
TEACHER B	1-4	√		√	*		√		*	1-4
TEACHER C	1-4		√	*		√		*		1-4
TEACHER D	3, 4	√		*		√		*		3, 4
TEACHER E	2, 3, 4		√	√	*	√			*	2, 3, 4
TEACHER F	1, 2, 3			√	*		√		*	1, 2
TEACHER G			√			*				2

√ Informal
* Formal

SCHEDULE

1) Informal Discussion — Sept./Oct.
2) Written Goal — Oct. 31
3) Checkpoint — Jan.
4) Checkpoint — Mar.
5) Final Discussion/ Meeting — May

Establishing Standard Skills for All Teachers

A description of standard skills for all teachers is helpful for supervision in that it provides the department head with a categorized breakdown of all aspects of the teacher's role. The "Outline of Standard Skills" (Figure 37) is not intended to be used as an observation checklist or as a skills mastery checklist. Rather, it may be used as a guide to specifically direct ongoing supervisory assistance over an extended period of time. It may also be useful for informing teachers of all the aspects of their role, and in focusing attention of individual teachers on some specific areas. The chart provides a basis for collaborative planning for individual teacher growth with regard to standard skills.

FIGURE 37

OUTLINE OF STANDARD SKILLS

AREAS AND COMPONENTS	SPECIFICS
CLASSROOM ENVIRONMENT	
Physical Arrangement	1. Furniture is arranged to provide easy and safe movement of students. 2. Furniture is arranged to match instructional objectives. 3. The classroom is neat and clean.
Materials Arrangement	1. Learning materials are organized, easily available, and neat. 2. Room displays reflect current student work.
Atmosphere	1. Student ideas are accepted. 2. Teacher's physical appearance is positive.
PREPARATION FOR INSTRUCTION	
Determination of Needs	1. Student needs are diagnosed. 2. Students are individually assessed. 3. Progress is monitored.
Organization of Subject Matter	1. The specified curriculum is taught. 2. Content presentation is sequential.
Instructional Plan	1. Time is appropriately allocated. 2. Individual differences are addressed. 3. Skill gaps are addressed. 4. Provision is made for teacher absence.
Use of Resources	1. Provides for variety in instruction. 2. Considers individual learning styles. 3. Seeks outside resources. 4. Operates equipment effectively and safely.
INTERACTION WITH STUDENTS	
Use of Student Responses	1. Responses are valued. 2. Responses are clarified. 3. Responses are related and extended. 4. Responses are used to summarize. 5. Deals with incorrect responses.
Types of Questions Asked	1. Lower-level questions. 2. Higher-level questions. 3. Open questions.
Motivation Techniques	1. Uses student experiences. 2. Uses past knowledge. 3. Clarifies importance.
Variety of Instructional Approaches	1. Lecture. 2. Discussion. 3. Hands-on involvement. 4. Independent work.

88

Variety of Instructional Groups	1. Whole class. 2. Groups. 3. One-to-one. 4. Peer instruction. 5. Self-directed.
MANAGEMENT OF THE LEARNING ENVIRONMENT	
Recordkeeping	1. Daily interaction. 2. Participation in classroom activities. 3. Completion of homework. 4. Production of products. 5. Test results.
Established Routines	1. Use of the classroom. 2. Leaving/entering the classroom. 3. Completing work.
Discipline Guidelines	1. Noise control. 2. Deals with complaints. 3. Controls student friction. 4. Students respond to a request for order. 5. Students attentive to the lesson.
PROFESSIONALISM	
Relationship With Colleagues	1. Cordial and friendly interaction. 2. Helpful and encouraging interaction.
Self-Development	1. Stays current with the field. 2. Involved in staff development activities. 3. Seeks and shares ideas/information. 4. Committee involvement. 5. Engages in self-evaluation.
School Policy	1. Aware of procedures. 2. Follows guidelines. 3. Participates in evaluation. 4. Participates in the development of new policy.
PARENT/COMMUNITY INTERACTION	
Holds Conferences With Individual Parents	1. Is available. 2. Is interested. 3. Is helpful. 4. Is confidential.
Interprets Educational Information	1. Test results. 2. Student involvement in particular programs.
Encourages Involvement	1. Invites parents to visit. 2. Seeks community interaction. 3. Supports community efforts.

(from SUPERVISION FOR BETTER INSTRUCTION by Marcia Kalb Knoll, Prentice-Hall, 1987.)

Categorizing Teacher Types

Department heads are aware that there are differences in effectiveness among teachers in their department. These differences exist even among those teachers believed to be excellent. By being better able to identify the strengths and needs of individuals in specific areas of effectiveness, the department head is better prepared to help the individual teacher plan for professional and personal growth. Awareness of three distinct areas of effectiveness should prove to be helpful:

- Level of Personal Involvement (Figure 38)
- Ability to Analyze and Solve Problems (Figure 39)
- Level of Teaching Skill (Figure 40)

The department head can identify teacher strengths and needs by analyzing the degree of their performance in each area of teaching effectiveness, (Figures 41 and 42). The resulting analysis will help to:

- pinpoint specific teacher strengths and needs in order to plan the most effective supervisory help.
- decide on the amount and type of involvement with the department head.

FIGURE 38

LEVEL OF PERSONAL INVOLVEMENT			
Aspects	**High Degree**	**Moderate Degree**	**Low Degree**
Motivation/ Enthusiasm	excited	interested	bored
Energy Level	moves around the room; actively involved with students; sits with students on chairs or on the floor	walks among the students; watches students involved in work; sits next to students	stays at the front of the room; reads or does other work while students are involved with work; sits alone and calls students to his or her desk
Time Commitment	comes early, leaves late; attends after-school and evening meetings; calls parents in the evening	usually comes early, sometimes leaves late; attends some afternoon meetings	sometimes arrives late, leaves punctually; does not attend many meetings or arrives late
Concern for:			
students	works with groups, individuals, special teachers, counselors, and parents	works with groups, individuals, and parents	works with groups
self	reads journals; attends courses; discusses ideas	attends courses; discusses ideas	knows the teacher's contract
others	demonstrates for other teachers; shares materials with other teachers; offers to prepare materials for others	shares materials that are requested by others	
school	joins committees; volunteers	serves on committees when asked	

90

FIGURE 39

ABILITY TO ANALYZE AND SOLVE PROBLEMS

Aspects	High Degree	Moderate Degree	Low Degree
Identify the Problem	seeks improvement; personally identifies problems	agrees with identification if told about it	unaware of problem; does not agree if told about it
Analyze the Situation	examines the problem; sees different sides of the problem; sees why and what the problem is about	examines the problem; sees only one aspect of the problem; sees what the problem is but not why the problem developed	confused about the problem; cannot see the parts of the whole
Propose Solutions	develops many solution ideas	develops one or two solution ideas	has no ideas; gives up
Develop a Plan	can select the one best solution idea; creates a step-by-step plan for implementation	can select the one best solution idea; cannot prepare a solution plan	"tell me" "show me"

FIGURE 40

LEVEL OF TEACHING SKILL

Aspects	High Degree	Moderate Degree	Low Degree
Instructional Approaches	diagnoses student needs; varies approaches using the most appropriate for each situation; motivates students using past experiences; varies questions; uses mostly high-level questions	aware of the needs of some students; uses the most convenient approach for each situation; sometimes motivates before presentation; varies questions; uses mostly low-level questions	unaware or unconcerned with student needs; uses one type of approach for all situations; does not motivate before presentation; little variety; uses all low-level questions
Materials Selection	uses materials of all modalities; uses materials effectively; seeks new materials	uses materials that are easiest to find; uses materials effectively	uses materials that are on hand; often uses materials ineffectively
Management Ability	keeps detailed teacher records; students keep detailed records; class is always under control; frequent use of flexible student grouping	keeps detailed teacher records; students keep some records; when control is lost it is quickly regained; frequent use of static groups	keeps some teacher records; students do not keep records; control is often lost and difficult to regain; grouping is rarely used

FIGURE 41

GUIDELINES FOR LEVEL OF CONTROL DECISIONS

Degree of Performance	Teacher Type	Level Of Control
High in all areas	Master	Total teacher dominance
Mostly high/some moderate areas	Outstanding	Teacher dominance
Moderate in all areas	Good	Collaboration
Mostly moderate/some low areas	Has potential	Supervisor dominance
Mostly low	Inexperienced	Total supervisor dominance

92

FIGURE 42

LEVEL OF EFFECTIVENESS ASSESSMENT

	HIGH DEGREE	MODERATE DEGREE	LOW DEGREE
Area: Level of Personal Involvement			
Aspects:			
Enthusiasm			
Energy Level			
movement			
involvement			
seating			
Time Commitment			
arrival time			
departure time			
afternoon meetings			
evening meetings			
home contacts			
Concern for:			
students			
self-development			
others			
school			
Area: Ability to Analyze and Solve Problems			
Aspects:			
Identify the Problem			
who identifies			
Analyze the Situation			
examines			
all sides			
why and what			
Propose Solutions			
multiple			
Develop a Plan			
selection			
implementation			
Area: Level of Teaching Skill			
Aspects:			
Instructional Approaches			
diagnoses students			
varied approaches			
motivation techniques			
question variety			
question level			
Materials Selection			
varied modalities			
effective use			
new materials			
Management			
teacher records			
student records			
class control			
student grouping			

THIS SAMPLE TOOL IS FOR INFORMATION AND DISCUSSION ONLY. IT IS NOT TO BE USED FOR RATING, EVALUATION OR FILING PURPOSES BY DEPARTMENT HEADS.

NOTE: Figures 38-42 have been taken from SUPERVISION FOR BETTER INSTRUCTION by Marcia Kalb Knoll, Prentice-Hall, 1987)

Matching Supervision to Each Teacher

The department head should help to make supervision decisions that match supervision to three essential elements:

1) What to work on (the supervisory objective)
2) How to work on it (the supervision plan)
3) For whom (the teacher type)

The use of these elements will make the department head's supervisory efforts both effective and efficient.

The identification of teacher needs is the essential consideration in determining what to work on. When diagnosis has been carefully and completely conducted, supervisory efforts can be tailored to the specific needs of each teacher.

The identification of teacher type is the prime consideration in determining how to work on the identified teacher needs. Obviously, success in achieving teacher improvements is enhanced when the way in which the department head works with that teacher matches the teacher's type.

SUPERVISION OVERVIEW

SUPERVISORY OBJECTIVE (What to work on)	WHO SELECTS	SUPERVISION PLAN (How to work on it)	FOR WHOM (Teacher type)
Numerous critical needs Some critical needs One critical need	Supervisor	Intensive guided	Mostly low degree Some moderate degree
Some noncritical needs Refinement needs Modification needs	Supervisor and teacher	Collaborative	Mostly moderate degree Some high degree
Minor needs No specific needs Teacher-expressed interest	Teacher	Collaborative Peer Self-directed	Mostly high degree All high degree

(from **Supervision for Better Instruction**)

94

The selection of a supervisory objective, that is, what to work on, is the result of the diagnosis of teacher needs. Options include:

Supervisor Selects the Supervisory Objective

— for the teacher who demonstrates many teaching skill needs;

Teacher Selects from Supervisor's Alternatives

— diagnosis reveals several skill needs and the teacher selects the order of the skills to be addressed;

Teacher and Supervisor Co-Operatively Select

— diagnosis reveals minor areas in need of teacher skill development. The teacher selects the supervisory objective after discussion with the department head.

Teacher Selects the Supervisory Objective

— diagnosis reveals few, if any, areas in need of skill development or improvement. The teacher selects the supervisory objective that reflects the teacher's area of interest for professional development.

The selection of the supervision plan, that is, how to work on the objective, is the result of the analysis of teacher type. Teacher type involves the degree to which the teacher demonstrates the ability to analyze and solve instructional problems, and a personal involvement in teaching. Options include:

Supervisor-Directed Supervision Plan

— This supervisory method is intensive guided supervision which requires a great deal of interaction and involvement on the part of the department head who directs the supervision plan. This plan could apply to new teachers, teachers who are marginally effective or teachers who are insecure in some areas and require direct guidance and intervention.

Supervisor and Teacher Co-operatively Directed Supervision Plan

— This supervisory method is collaborative supervision which allows the department head and teacher to work together and share ideas, suggestions and results. This plan is appropriate for successful teachers who are generally highly motivated with good potential to improve current levels of effectiveness.

Teacher-Directed Supervision Plan

Many teachers have a wealth of teaching experience, are self-motivated and truly professional. This group comprises the excellent, outstanding, and master teachers in the department.

There are three supervision plans appropriate for this group of teachers. The selection is a matter of personal preference.

1. Collaborative supervision — The teacher prefers to work cooperatively with the supervisor in developing a supervision plan. This may be especially appropriate at the secondary level if the supervisor and the teacher share an interest and skill in the same content area.

2. Peer supervision — The teacher prefers to work with a fellow teacher in the development of a supervision plan. This plan is extremely beneficial at the secondary level where the division into departments tends to isolate groups of teachers from each other. Bringing teachers from different departments together to work on a common goal will help break down this artificial division. In addition, a significant interdisciplinary approach to the curriculum may be achieved.

3. Self-directed supervision — The teacher prefers to work alone in the development of a supervisory objective and the supervision plan.

When a conclusion has been reached about the selection of both the supervisory objective and the supervision plan, the supervisory process begins. Conferencing is the best method for carrying out the process with the individual teacher. The effective department head should:

- be able to conduct successful conferences, and
- be aware of the six stages of conferencing. (See Figure 43)

A written action plan is the best method for providing a focus for the specific improvement to be undertaken as a result of the supervisory process. (See ample Action Plan)

FIGURE 43

THE SIX STAGES OF CONFERENCING

STAGE	OBJECTIVE
1. Identify the conference goal	To give the conference a focus
2. Review gathered data	To identify the problems
3. Select an area of focus for improvement	To focus improvement efforts on one specific problem
4. Explore alternative actions	To look at various ways of improving teacher performance in the area of focus
5. Form an action plan	To select one alternative and use that to develop a detailed plan for improvement
6. Confirm understanding	To ensure that what the supervisor said and what the teacher said are clearly understood by both

(from **Supervision for Better Instruction**)

96

SAMPLE ACTION PLAN	
Plan Details	**Plan Implementation**
1. Set the plan objective.	To improve students' ability to write an expository essay.
2. Outline the action: what to do	Provide a common experience about which all of the students can write.
how to do it	Take the students on a trip to a newspaper to observe the publication process. The students will take notes about what they observe. They will use their notes and specific guide questions to write a first draft. Suggestions for improvement will be given by the teacher and peers. The essays will be rewritten. The rewritten essays will be evaluated.
when to do it	On Monday, prepare the students for the trip. Discuss types of newspaper articles. Give the students questions to guide their observation. Take the trip the following Monday.
3. State expected results.	Within one month's time, the students will improve their ability to write essays.
4. Specify responsibilities.	Teacher — To follow through on all the specified details. To report results using students' written work in one month. Supervisor — To assist the teacher in planning the trip. To visit the class during the teacher/peer evaluation stage. To review results with the teacher in one month.

(modified from **Supervision for Better Instruction**)

Department heads need to develop skills in using a variety of "situational" supervisory approaches.

Guided Supervision is a step-by-step approach to supervision involving direct, intense involvement between the teacher and the department head. Once a specific teacher skill improvement area is identified, a specific and detailed plan for improvement is worked out, and the plan is put into action under the direction and observation of the department head. Analysis of results form the direction for future action. Inexperienced teachers or teachers lacking skills can profit most from such a process.

Time on Task Review is intended to assess a fully functioning learning environment. The purpose is to observe each student over a short period of time to determine the number of students involved in appropriate activities and the number involved in non-academic related activities. This type of supervision is particularly effective in classes that are disruptive, classes where large numbers of students have received poor marks, and classes that have undergone some problem or change.

Viewing Student Work will permit the department head to determine how well students are doing. These are the results of instruction. They verify what the student has learned. Viewing student work can provide valuable information to the teacher regarding the effectiveness of instruction and the suitability of program.

NOTE: For detailed direction see PERSPECTIVE ON TEACHER EVALUATION, O.S.S.T.F., 1987).

Developmental Supervision of the Supervisor

If one defends the proposition that developmental supervision of a teacher has positive benefits, then one would be hard pressed not to defend the proposition that developmental supervision of the department head also has positive benefits.

Why should a department head encourage staff to evaluate his/her performance in the department head role. There are several good reasons:

1) Any attempt to measure staff perceptions of department head performance provides the department head with readings on staff feelings and, if the evaluation is ongoing, how these feelings change over time.
2) By submitting to an evaluation by the teachers in a department, the department head establishes credibility with the teachers and with the administration; it is a demonstration of confidence by the department head in personal ability as an instructional leader.

3) If the evaluation is well-conceived, thoughtfully conducted, and conscientiously accepted it should result in improvement of performance.

The following instrument is meant to be formative i.e. it is designed to provide data to department heads to aid in improving performance in the role. It is not summative i.e. it is not meant to be a judgement on the success or failure of the department head's performance.

Dear Department Member,

To assist me in improving my performance in the role of department head I would ask you to take the time to complete the following questionnaire. All responses will be treated totally confidentially. I will not even see your questionnaire. Instead you are asked to give your completed questionnaire to a third party, eg Vice-Principal who will summarize and synthesize the results. He will provide me with a performance appraisal based on your responses. Thus, I would ask you to be both honest and thoughtful in your comments as they are the best way for me to re-evaluate my role in the department and to improve the services I can provide for you.

Rating Scale Key

A. Unsatisfactory
B. Meets Minimum Requirement
C. Achieves what is required
D. Exceeds what is required
E. Outstanding
F. Not applicable/not observed

Please note that comments are as valuable as the rating scales.

THIS SAMPLE FORM IS FOR REFERENCE TION AND DISCUSSION ONLY. IT IS NOT TO BE USED FOR RATING, EVALUATION OR FILING PURPOSES BY DEPARTMENT HEADS.

Performance Factors	*Scale Rating*	*Comments*
Displays professional expertise in areas of responsibility	_____	
Searches for and recognizes alternative solutions to problems	_____	
Follows through on decisions and attends to details	_____	
Uses common sense	_____	
Is reliable	_____	
Is willing to accept responsibility	_____	
Is well organized	_____	
Develops staff appropriately	_____	
Assumes an assertive instructional role	_____	
Sets high expectations for staff and students	_____	
Provides strong support to teaching staff	_____	
Is visible and available to staff and students	_____	
Makes productive classroom visits	_____	
Provides well defined policies	_____	
Contributes to curriculum and program improvement	_____	
Supports Board policies and decisions	_____	
Establishes a climate conducive to good learning	_____	
B. Leadership		
Takes initiative regarding policy and curriculum development	_____	
Is willing to try new approaches	_____	
Creates a positive working environment	_____	
Deals with pressure in an appropriate manner	_____	
Anticipates problems	_____	
Is self motivated	_____	
Is approachable	_____	

98

Performance Factors	*Scale Rating*	*Comments*
C. Communication		
Writes effectively	_____	
Speaks effectively	_____	
Actively listens	_____	
Responds promptly to question/requests		
Shares information		
Conducts effective meetings		
D. Relationships		
Develops positive working relationships with staff	_____	
Keeps department informed on the needs, issues and operation of the school	_____	
Seeks and accepts constructive criticism	_____	
Remains impartial treating all persons alike	_____	
E. Teacher Exemplar		
Classroom teaching viewed as being of high quality	_____	
Provides expertise based on his classroom experience	_____	
Demonstrates academic excellence	_____	
F. Member of Management Team		
Acts as effective liason between the department and the administration	_____	
Acts as effective spokesperson for the department	_____	
G. Supervisor of Teaching Performance		
Shows sensitivity in supervision process	_____	
Is aware of effective teaching methodology	_____	
Provides sufficient supervision of classroom practise:		
a) informally	_____	
b) formally	_____	
Supervisor comments are helpful and supportive	_____	

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H. General

a. List strengths in the department head which you think are important.

_____

_____

_____

_____

b) Make any comments about the department head thay you feel are important and which are not covered in the appraisal.

_____

_____

_____

_____

c) As a follow-up to this appraisal suggest any professional development opportunities that would be beneficial to the department head.

_____

_____

Performance Factors	*Scale Rating*	*Comments*

d) List any key areas which the department head could include in his personal and professional objectives for next year.

(Developed on an experimental model by Wilfrid Hughes and Walt Greenway, Peterborough County Board of Education).

Student Evaluation

(Note: Most of the information in this section has been taken from **Making the Grade,** Prentice-Hall, 1987.)

Introduction

The department head must ensure that teachers within the department *develop* and *implement* appropriate evaluation procedures for students. The establishment of a common department philosophy with clear department guidelines regarding student evaluations is a necessary first step. Development of such a policy must necessarily involve all staff members as such an approach will lead to ownership and consistency in the process employed. Teacher awareness of the evaluation techniques that all students experience will be increased. It is necessary to the continuity, fairness and effectiveness of evaluation programs that teachers be alert to the overall pattern of evaluation practices their students experience.

When considering evaluation strategies, several important factors must be kept in mind. These include:

- the need to regard evaluation as a positive component of the student's learning experience;
- the need to relate evaluation activities to the student's level of development;
- the need to use only evaluation activities appropriate to each particular grade, division or subject;
- the need to recognize and address the relationship between stated objectives, learning activities and evaluation activities;
- the need to develop evaluation practices which support learning-as-process as well as learning-as-product;
- the need to modify evaluation procedures for exceptional students and to differentiate for students at different levels of ability;
- the need continually to re-examine evaluation practices, and to be open to changing them should it prove necessary;
- the need to determine whether or not we are truly evaluating what we think we are evaluating;

The word "evaluation" includes *all* available methods of obtaining information regarding what the students are learning and how effective the teaching is. Much evaluation carried out in the classroom is of a casual nature; that is, teachers frequently observe the behaviour or performance of students and make informal evaluations. This aspect of evaluation is important, but the department head will be more concerned with structured, systematic evaluation. If evaluation is defined as "a systematic process of determing the extent to which educational objectives are achieved by pupils", there are two important principles implied.

1) Education is a systematic process. It is not a casual, unplanned, unstructured endeavour; it is a process in which teachers and students learn about their respective achievements and about the possible need for change if growth is to take place.

2) Evaluation is conducted within the context of the objectives identified for the program, course, unit or lesson. The objectives may be for an individual, group or class. Only with clearly defined and stated objectives is it possible to judge the extent of progress. These objectives should be fully understood by students before teaching and evaluation takes place.

The close relationship between teaching objectives and evaluation should be fundamental to any process of student evaluation. One of the most common causes of faulty or ineffective evaluation is the absence of sound and clearly

defined objectives. Evaluation should not be based on written forms alone. Other forms of evaluation, such as observation or demonstration, are equally valid and could be more appropriate. A balanced evaluation program includes as many forms of evaluation as are possible and appropriate to the student's development and level of achievement.

Why We Evaluate Students

Although obtaining a comment, grade or mark for the report card is an important aspect of evaluation, other aspects may be at least as significant, or even more so. The following points are not listed in order of importance but indicate a variety of reasons for evaluating students.

We evaluate students:

- to determine if the objectives were achieved;
- to find a basis for designing a program for the individual, group or class;
- to determine the knowledge and skills students have acquired and to observe the development of their attitudes and appreciation;
- to determine where the curriculum needs improvement:
  - — are the objectives being achieved?
  - — what topics or activities should be expanded, reduced, added or eliminated?
  - — what topics or activities need other forms of revision or modification?
- to determine how effective the teaching process or methodology has been:
  - — which teaching strategies have been successful?
  - — which teaching strategies or learning experiences need modification or improvement?
- to diagnose the level of understanding that students have of a topic or the level of skill development students have reached, before further instruction takes place;
- to gather information on the quality of the learning environment for specific kinds of learning;
  - — was there in the classroom a supporting atmosphere fostered by both teacher and students?
  - — was the classroom organized in such a manner that learning was facilitated?
  - — were there extenuating circumstances that affected the quality of learning in the classroom, for example, classroom temperature, previous activity, interruptions, holidays?
- to determine student response to aspects of the curriculum:
  - — how well did students receive this topic or activity?
  - — did they enjoy this topic or activity?
  - — how highly did they value this topic or activity?
- to assist the teacher to determine the direction of future study:
  - — based on the needs and interests of the students, what direction should the teacher take in the next activity, topic or unit?
- to determine how well students use their knowledge or perform their skills when asked to use them in a real-life or simulated experience;
- to summarize an activity, topic or unit of work:
  - — does the evaluation bring into focus the highlights of the activity, topic or unit and the important information, skills and concepts studied?
- to provide a basis for extra help where needed:
  - — which students need assistance?
  - — what lessons or remedial activities can be developed to assist them?
  - — how can students be grouped to facilitate remedial work?
- to identify the most useful information to communicate to students or parents:
  - — did the evaluation specifically identify the strengths and weaknesses of individual students?
  - — can these strengths and weaknesses be communicated to students and parents in a comprehensive form with suggestions for assistance or proposals for extra help if required?

Characteristics of an Effective Evaluation Program

1. **There must be a strong and obvious connection between objectives and evaluation.**
   - The activity, test, or assignment must evaluate the students' success in meeting the objectives set for them. For example, does the activity evaluate only content recall when the course objectives emphasize the development of the ability to analyze, interpret and apply information?

2. **There must be a strong and obvious connection between the learning process and the methods of evaluation.**
   - The methods used to evaluate student performance and success often tell the students very clearly what and how they should prepare for tests.
   - More forcefully than anything else that is said or done in class, the evaluation approaches tell students what is really important about the course. For example, if the objectives stress acquisition of higher thinking skills, but the evaluation emphasizes only factual recall, students will conclude that the learning of facts is most important.
3. **There must be a variety of evaluation approaches which take into account the student's strengths and weaknesses.**
   - Learning is a complex process, and occurs in many ways and at many levels.
   - No single evaluation approach will enable the teacher or student to understand fully the extent of learning.
   - Evaluation should be comprehensive and take into account such factors as homework assignments, classroom presentations, daily work and effort, as well as tests, essays and examinations.
   - No single evaluation instrument or test can provide all the information teachers require to assess what and how their students are learning.
4. **There must be informal, as well as formal, evaluation.**
   - While there will be more emphasis on informal evaluation in the early years of elementary school, this practice is an important ingredient of any evaluation program.
5. **There must be an evaluation plan for the whole school year. This plan must be made available to parents and communicated to students.**
   - The evaluation plan should include diagnostic, formative and summative evaluation.
   - Where applicable, opportunities to evaluate students in the cognitive, affective and psychomotor domains should be included.
   - Accurate and detailed records, including anecdotal comments, must be kept in such a way that they are meaningful to students and parents and not only to the teacher.
6. **Evaluation activities must offer opportunities for higher level thinking while providing opportunities for students to learn as they are being evaluated.**
   - These characteristics of an effective evaluation program may not be integral to every evaluation activity, but should occur frequently during the program.
   - In many situations, students should be asked to apply previously learned thinking skills to new content or situations.
7. **Evaluation approaches should provide practical information to teachers and students.**
   - The mark, grade or comment resulting from the activity, test or assignment must be readily understood by the students. These results must convey to them their relative grasp of the content or concepts, or the extent of their development of a particular skill or skills.
8. **Evaluation procedures should suit both small groups and individuals.**
   - The approaches used to evaluate student performance must take into account the growth and/or development of individual students so that the teacher can determine the suitability of the program and adjust it, if necessary.

Types of Student Evaluation

When planning the evaluation program for the whole school year, teachers should include the three types of student evaluation outlined below. All the various approaches to evaluation, such as observation, written tests and practical demonstrations, can be used for diagnostic, formative or summative evaluation.

1. Diagnostic Evaluation

Diagnostic evaluation is often done at the beginning of a school year, semester, term or unit of study, or when there is evidence that an individual student is struggling. This type of evaluation should be done informally and continually. Although it may be used for anecdotal reporting, it should never be used as part of the student's mark.

Specific Purposes:

(i) to assess the skills, interests, abilities, difficulties and level of achievement of an individual, group or class;

(ii) to determine the underlying causes of learning difficulties;

(iii) to make decisions about program modifications suitable or necessary for a particular individual, group or class.

2. Formative Evaluation

Formative evaluation is conducted continually throughout the course of instruction. *Its purpose is to improve instruction and learning, rather than merely to rank or grade students.* It keeps both students and teachers aware of the objectives to be achieved and the progress being made. The results of formative evaluation should be analyzed and used to redirect the efforts of the teacher and students.

Specific Purposes:

(a) Teacher-Conducted Evaluation:

(i) to measure individual and class growth in skills, effort and attitudes;

(ii) to provide information to the student, class and teacher on progress towards the objectives of the program, course or unit;

(iii) to indicate which skills are at a satisfactory level and which need improvement;

(iv) to evaluate the effectiveness of a program in terms of its content, methods, sequence and pace;

(v) to provide records that will form part of a summative evaluation.

(b) Student Self-Evaluation:

(i) to develop students' sense of responsibility for their own learning;

(ii) to contribute to their awareness of the objectives of the course;

(iii) to help students learn to evaluate their own work;

(iv) to inform the teacher about student reactions to the program.

(c) Student Peer Evaluation:

(i) to provide students with responses to their work other than those of the teacher;

(ii) to create situations in which students can compare their work;

(iii) to provide further records to be considered in summative evaluation.

3. Summative Evaluation

Summative evaluation occurs at the end of a unit, activity, course, term or program. It is used with formative evaluation to determine student achievement and program effectiveness. This combined assessment of a student's achievement can be used to evaluate students for the purposes of reporting and to ascertain the degree to which course objectives have been met. Summative evaluation should form only a part of the total mark or grade.

Specific Purposes:

i) to measure student achievement;

ii) to grant or withhold credit or promotion;

iii) to report to parents, principal and students;

iv) to monitor the overall performance of students;

v) to measure the effectiveness of program modifications or changes;

Persons devising evaluation activities may believe them to be clear and effective. However, unperceived complexities may exist and unintended functions may supplant the desired forms of the evaluation exercise. The department head must remind the teacher to continually ask the question: "Is the intended evaluation taking place?"

Factors to Consider Before Using an Evaluation Procedure

Timing	Why am I evaluating at this particular time?
Purpose and Method	Why am I using this specific evaluation procedure?

103

Student Growth and Curriculum Effectiveness	What do I now know about each of my students, the class, and the effectiveness of the curriculum, and what do I expect to learn about them as a result of this evaluation procedure?
Student Learning Experience	What do I want my students to learn from this evaluation experience?
Objectives	How is this procedure related to the objectives? • In which objectives will progress be measured? • How much weight should I give to each objective I wish to measure? • Does this weighting correspond to the relative importance of this objective in the total program? • Will this evaluation procedure measure the degree to which the objective or objectives have been met?
Student Preparation	Have I prepared my students for the type of evaluation procedure to be used? Do my students clearly understand my marking procedures?
Time Allotment	Is the time allotment fair?
Assignment of Marks or Grades	Are the marks or grades appropriate to the difficulty of the task and the amount of time needed to complete it?
Different Levels of Ability	In devising the evaluation procedure, have I accounted for the varying levels of ability within the class?
Exceptionalities	In devising the evaluation procedure, have I taken into account exceptional students?
Reasonable Expectation	What will I consider a reasonable and acceptable response or performance?
Follow-up	Have I allocated time for follow-up activities after the evaluation?

Factors to Consider After Using an Evaluation Procedure

Clarity	Did the students understand what they were asked to do?
Time	Is there evidence that a number of students, including the exceptional students, had inadequate time to complete satisfactorily the evaluation activity?
Student Preparation	Is there evidence that a number of students were not adequately prepared for the evaluation activity? • Was the lack of preparation the result of inadequate work or study on the part of the students? • Was the material which was taught too abstract for the intellectual development of the students? • Was the material presented clearly and in sufficient depth? • Was the method of presentation of the material in class appropriate for the level of student ability? • Was there sufficient time devoted to follow-up activities after presentation of the material in class and prior to the evaluation activity? • Was the evaluation activity appropriate to the specific level of ability and stage of development of the students?
Unexpected Results	If actual marks or grades depart significantly from those expected, how will I use them?
Different Results from Different Classes	What can I learn from comparing my results with those of other teachers using the same evaluation procedure?
Exceptionalities	Did the results reflect adequately the provision I made for exceptional students?
Expectations and Results	How are the results related to what I taught and what I expected my students to have learned? • Did the results indicate that the students are ready for the planned new activity or learning experience?

	• Was there evidence that students enjoyed the learning process?
Future Use	• If I use this evaluation procedure again, what changes, if any, will I make in it?
	• What other methods of evaluation might be more appropriate?

After an evaluation procedure has been developed and employed, the department head should ensure that the teacher considers the following activities:

Gather Student Reactions	Encourage students to express their reactions to the evaluation activity. If possible, this exercise should be done in writing.
Provide for Student-Teacher Discussion	Provide opportunities for individual student-teacher conferences for joint evaluation of difficulties and planning of future strategies.
Re-teach	Identify a group of students who require re-teaching, further study or assistance.
	Review or re-teach the particular material which was not understood and, if possible, use a different method of presentation.
Review Curriculum	Revise your classroom program by modifying, re-allocating or removing from the curriculum the inappropriate material, activities or objectives.
	Revise your classroom program by changing the pace of teaching and learning and by providing opportunities for repetition and reinforcement.
Review Study Techniques	Teach or review appropriate study techniques.
Re-evaluate	Re-evaluate, using a more appropriate activity or method.

Developing a Program for Student Evaluation

The following questions should be considered when developing programs for student evaluation within a major unit, term, semester or school year. They may be considered by individual teachers, school staff or departments.

1. What are the objectives of the evaluation program?
2. Who should be involved in the evaluation?
3. What variety of evaluation techniques should be used?
4. Which alternative evaluation techniques should be used for certain students?
5. How will students be prepared for the proposed evaluation techniques?
6. When will students be informed of the evaluation techniques?
7. What information should be collected and recorded?
8. What information should students receive about the result of the evaluation and how should this be done?
9. When and how often should evaluation take place?
10. How should the results of the evaluation be used?

Developing a School Policy for Student Evaluation

Schools are encouraged to have available *in print* a school student evaluation policy. In developing this policy, schools should consider:

What is meant by student evaluation?

What are the purposes of evaluating students?

What types and methods of evaluation will be used?

What modifications will be made for certain individuals and groups, including exceptional students?

What provisions will be made to differentiate evaluation procedures for students at different levels of ability?

What methods of recording will be used (comments, grades, marks)?

What methods of reporting will be used (comments, grades, marks)?

Is the evaluation program fair and humane?

- How are students to be prepared for evaluation experiences?
- How will the conditions be set up to foster a positive evaluation experience for the students?
- How will a student's personal problems, anxieties and special circumstances be taken into account?
- How will administrative procedures be handled?
  - — Will a particular evaluation activity, for instance, examinations, be used?
  - — Will the evaluation activity be conducted on a cross-grade basis?
  - — How frequently will a particular evaluation activity occur?
  - — How many evaluation activities should a student experience on a given day?
  - — What proportion of the mark or grade will be based on classroom activities, and what proportion on formal testing and examinations?

What use will be made of the results of standardized tests?

Within the context of a school policy on student evaluation, the department head should ensure that a statement of *Department* policy and procedures be developed.

MAKING THE GRADE could be the basis for the development or refinement of evaluation policies for a department. It is suggested that any policy which is formulated should include a plan for implementation in stages over an appropriate period of time. Such a plan should include those topics which should receive immediate attention and those which could be addressed at a later date or over a longer period. The plan should include specific evaluation practices and procedures based on the sound principles of student evaluation stated throughout the book.

Policy statements with regard to obtaining and reporting marks or grades should include at least the following:

- the percentage of the final report mark assigned to formal examinations (if any), and the percentage assigned to term work.
- a fair weighting among the various evaluation activities.

Two other key considerations with regard to student evaluation covered in depth in **MAKING THE GRADE** are:

1) Modifying Evaluation Procedures and Methods for Exceptional Students in the Classroom.
2) Differentiating Evaluation for Different Levels of Ability.

Modifying Evaluation Procedures and Methods for Exceptional Students in the Classroom

1. Introduction

In many provinces and states, legislation in the area of special education requires school boards to provide educational programs for all students identified as exceptional. For the purpose of this section, the terms "exceptional student," "special education program" and "special education services" are defined as follows:

Exceptional Student

An exceptional student is one whose behavioral, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program. In some jurisdictions, a student is deemed to be exceptional only if so determined by a special educational committee.

Special Education Program

A special education program is one which is based on, and modified by, the results of continuous assessment and evaluation, and which includes a plan containing specific objectives and an outline of educational services that will help to meet the needs of the exceptional student.

Special Education Services

Special education services are those facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Some of the students identified as exceptional and who will need special education services may be in the regular classroom for part or all of their classroom time. This section of this document applies only to the evaluation of those exceptional students within a regular classroom for all or part of their time. It does not necessarily apply to the evaluation of such students in those parts of the program for which they are withdrawn from the regular classroom.

2. Exceptionalities

There are five categories of exceptional students:

i) Communication Exceptionality:
- — Learning Disability
- — Autism
- — Hearing Impairment
- — Language Impairment
- — Speech Impairment

ii) Behavioral Exceptionality:
- — Emotional Disturbance
- — Social Maladjustment

iii) Intellectual Exceptionality:
- — Giftedness
- — Slow Learner (Educably Retarded)
- — Trainable Retardation

iv) Physical Exceptionality:
- — Orthopaedic and/or Physical Handicap
- — Visual Impairment

v) Multiple Exceptionalities:
- — Multihandicap

So that most exceptional students can have their needs met in regular classes of their home schools, some jurisdictions provide support systems to assist schools and regular classroom teachers.

3. Modification of Evaluation Procedures for Exceptional Students

BECAUSE

evaluation is closely linked to the course objectives

AND BECAUSE

evaluation is an integral part of the entire education process, not merely a testing of the end product of the student's achievement,

AND BECAUSE

the activities and methods employed in the teaching process must be under constant evaluation by the teacher

AND BECAUSE

many jurisdictions call for a modification of services and programs to meet the needs of exceptional students,

THEREFORE,

it is essential to modify not only objectives and teaching strategies but also procedures and methods used to evaluate exceptional students.

4. Factors to Consider in Evaluating Exceptional Students

For all students, particularly those with exceptionalities, evaluation must focus on the following:

- **Levels of Development**

  It is important to determine the levels of intellectual and emotional development before and during the evaluation of students. To do this, teachers should be fully aware of the stages of development. Teacher-made tests and standardized tests may also be used to assist in determining students' levels of development.

- **Progress**

  Short-term and long-term objectives should be set, in order to gauge the progress of the students. Teachers should be aware that progress occurs at varying rates and is not necessarily consistent from one competency to another. They also need to be aware that students with exceptionalities may regress academically under stress. For most exceptional students, consolidation of learning requires much practice and review.

- **Specific Strengths and Weaknesses**

  All students, including exceptional students, have strengths as well as weaknesses. Diagnosis of these strengths and weaknesses should be the basis for classroom modifications, individual instruction and evaluation.

  Teachers should have available to them a large quantity of information regarding their students which they should consult before and while evaluating them. A careful analysis of previous school history and background information can reveal patterns of behavior and academic growth which should be of assistance when assessing the individual student's present progress.

5. Factors to Consider When Reporting on the Evaluation of Exceptional Students

When reporting to a parent, whether during an interview or in writing, the teacher should clearly state the student's instructional level, the short-term and long-term objectives, and the progress made by the student.

When a student's program has been modified, both parents and student should be kept fully informed regarding the form and extent of the modification. The report card should indicate the mark or grade, and clearly state that it is the result of a modified program and modified evaluation.

In addition to the formal report card, the following methods may be used to present a clear, fair and accurate assessment of the student.

- **Interviews**

  Prepare for a parent interview by:

  — re-examining the student's permanent record;
  — having available the student's work folder(s);
  — collecting samples of the student's work from the beginning of the year;
  — having available the full record of the student's marks and attendance;
  — having available a statement of course or program objectives;
  — having a detailed account of the specific modifications concerning program and evaluation that have been made for this particular student;
  — arranging the most congenial interview situation possible;
  — deciding whether or not the student will be present at the interview.

  During the interview:

  — show, using specific examples, how the program has been modified for the student, the effect of these modifications on the student's progress and areas that require further improvement;
  — identify areas in which the parent and teacher could work co-operatively, and methods which can be used to meet the concerns identified;
  — ensure that the parent leaves the interview with a positive attitude.

- **Written Reports**

  — The student's progress should be communicated to both student and parent in written form by the use of a descriptive report. Honest, positive feedback of progress provides motivation for learning.
  — Frequently use other forms of written communication such as charts, graphs, checklists and short notes, to indicate student progress.

Differentiating Evaluation for Different Levels of Ability

Introduction

Just as teachers try to differentiate teaching strategies and learning activities for students working at different levels of difficulty, so they should specify differences in the selection and application of evaluation procedures. This should enable the teacher to support and develop the students' strengths, while working with them in areas in which they have specific needs.

The terms *basic*, *general* and *advanced* are used in this section to indicate some specific differences in the levels of course difficulty and may be described as follows:

Basic Level

Basic-level courses are designed to focus on the development of personal skills, social understanding, self-confidence and preparation for the world of work. These courses should serve the needs of students who may not participate in post-secondary education and should provide a good preparation for direct entry into employment.

General Level

General-level courses should be considered appropriate preparation for employment, careers or further education in certain programs in colleges of applied arts and technology and other non-degree-granting post-secondary educational institutions.

Advanced Level

Advanced-level courses should focus on the development of academic skills and prepare students for entry to university or to certain programs in colleges of applied arts and technology. Such sources should be designed to assist students to understand the theoretical principles, practical applications and substantive content of a subject.

Differentiating Evaluation — A Teacher Checklist

A. Every Day Work Assignments and Tests

1. I emphasize everyday work rather than term examinations.

never	seldom	sometimes	usually	always

2. I base a high percentage of my marks (perhaps 70 — 80% or more) upon the continuous evaluation of student work, such as daily assignments, homework, maps, written answers, group activities, oral reports, notebooks and short quizzes or tests.

never	seldom	sometimes	usually	always

3. My assignments and tests focus on highly specific topics, concepts or skills.

never	seldom	sometimes	usually	always

4. I design tests or assignments short enough to be marked and returned to students within one or two days.

never	seldom	sometimes	usually	always

5. As much as possible, I give my students a task for which they are accountable each day. (Students perceive value in a day in which they are accountable for some learning.)

never	seldom	sometimes	usually	always

6. I provide opportunities and encouragement, after a test or assignment, for students to attempt to remedy unsatisfactory or unsuccessful work. I do this as frequently as possible after short-term tasks rather than waiting for long-term evaluation by term examinations.

never	seldom	sometimes	usually	always

B. Tests and Examinations

1. I prepare and provide for students, before tests and examinations, a clear and precise list of course content and skills to be tested.

never	seldom	sometimes	usually	always

2. I design tests and examinations, which will not place a major emphasis on memorization and recall, by:

(a) using appropriate sight material such as text materials, newspaper or magazine articles, cartoons, illustrations and graphs to test student skills;

never	seldom	sometimes	usually	always

(b) permitting students to bring notebooks to the examination; (Note that this practice may have the effect of showing the value of carefully recorded and organized notes.)

never	seldom	sometimes	usually	always

(c) permitting students to bring to the examination a one page summary sheet;

never	seldom	sometimes	usually	always

(d) providing the students with lists of relevant formulae as part of the question paper;

never	seldom	sometimes	usually	always

(e) permitting students to use concrete materials in order to create, rather than write, their answers;

never	seldom	sometimes	usually	always

(f) preparing questions that are based on materials on designated pages in resources such as the text-book. (The students would bring the resource to the test or examination. The teacher would have provided considerable instruction and practice in this "open-book" format before its use in tests and examinations.)

never	seldom	sometimes	usually	always

3. I design tests and examinations so that there is ample time for all students to complete all questions.

never	seldom	sometimes	usually	always

4. I have the students practice in class, or in daily assignments, the various types of questions to be used on tests or examinations.

never	seldom	sometimes	usually	always

C. **Marks**

1. I explain to the students, early in each term, my evaluation plans regarding the distribution of marks for term work, assignments and term examinations.

never	seldom	sometimes	usually	always

2. I try to design tests which permit and encourage students to be successful, especially at the beginning of the term.

never	seldom	sometimes	usually	always

3. I attempt to ensure that the class averages and grade distribution in basic and general-level classes are similar to those for classes in advanced-level courses.

never	seldom	sometimes	usually	always

4. I have a sufficiently large number of tests and evaluations to permit me to disregard each student's lowest mark, if the tests or assignments are of approximately equal value.

never	seldom	sometimes	usually	always

5. I try to provide opportunities for bonus marks for extra work or improved skill development in assignments and projects.

never	seldom	sometimes	usually	always

6. I permit, where possible, students to re-write a test or assignment in order to raise their marks.

never	seldom	sometimes	usually	always

OVERALL ORGANIZATION AND MANAGEMENT

Index:

Introduction **115**

Time Management: A Critical Skill **116**

Evaluation of Textbooks and Learning Resources **118**

- **Copyright** **118**
- **Partners in Action** **118**
- **Safety** **118**

Department Meetings **122**

Introduction

In keeping with the approach adopted for this booklet and the philosophies expounded in the introduction and chapter on professionalism, departmental organization and management is seen as a decision-making process in which the goal is to provide the best education and best experiences possible for the students the department serves.

The factors related to organization and management are:

- program objectives and emphasis
- materials and resources
- time management
- physical environment
- human resources

The strategies that the department head should use to ensure effective organization and management are:

- building and maintaining interpersonal relationships with and motivating staff;
- facilitating within-department communication;
- establishing procedures for handling routine matters;
- employing a procedure for setting department goals.

Organization and management will involve a large range or decision-making. Much participatory decision-making by teachers in the department will be concerned with how best to operate under conditions created by decision-making at school, system or ministry levels. At times, the department head will be required to make unilateral decisions on behalf of the department. Such decisions will undoubtedly be better and more acceptable to department members when made by a head who is familiar both with theoretical concepts of situational decision-making and with a practical knowledge of the needs and feelings of his or her teachers.

THE SECONDARY SCHOOL DEPARTMENT HEAD by Leithwood recognizes that the head's allegiance is divided between the needs of the department and the needs of the school as a whole. If the focus is on providing the best education and the best experiences for students, there should be little conflict between department and school needs.

Figure 44 gives a list of the types of things with which a secondary department head will be concerned. The organizational categories will vary from system to system and from school to school and individual department heads will have their own preferences for groupings of items. In all cases however there will be items related to specific departments and items that are school related. When discussing shared items it is essential that the department head operate with the premise that what is best for the students is to be given top priority.

FIGURE 44

WHAT IS TO BE ORGANIZED AND MANAGED?

Budget

Department
Supplies (including texts)
Services
Equipment

School (share of)
Audio-visual
Office
Library
Computer
Staff Resource
Supply Teachers
Professional Development

Equipment
Repair
Replacement
Utilization
Inventory
Storage

Learning Materials (permanent)
Quantity
Quality
Suitability (circular 14)
Utilization
Storage
Inventory
Student deposits

Learning Materials (borrowed)
Ordering
Utilization
Sharing

Physical Facilities
Adequacy
Utilization

Shared Resources

Computers
Software
Utilization

Time
Curriculum development
P.D.
School time lines
Field Trips
Department meetings
Planning
Supply teachers
Annual/semi-annual reviews

Security
Tests and exams

Censorship

Photocopying

Safety
Operating machinery and equipment
Using chemicals
Storing chemicals
Occupational health & safety act
Out of school activities

Time Management: A Critical Skill

In order to be effective, a department head must manage time well. One approach described in **SCHOOL LEADERSHIP: HANDBOOK FOR SURVIVAL** recommends the following steps.

Step #1: Goal Setting and Setting Priorities

The department head uses a written list or outline of department goals and personal goals to administer effectively. After developing goals, the next step is to write these in order of priority to assure that the most important receive attention. The two or three most important goals should be expanded to include specified short-term activities to accomplish the goals. Finally, the priorities should be reviewed to select the top goal and top activities which represent the most important thing that needs to be done.

Step #2: A Daily Time Log

At selected intervals during the school year, department heads should keep some type of written daily log for at least a week in order to track their use of time. Evaluation of the log could involve categorizing activities into groups labeled professional (e.g. curriculum planning), crisis (a student-teacher conflict), routine administration, (filing, responding to memos) and personal (phone calls). As a result of the evaluation, department heads may find they are spending too much time on non-professional activities. It the log is filled with time-wasters, the next step is to reduce them.

With regard to supervision, the O.S.S.T.F. recommends that the department head keep a log of dates and times of visitations and conferences with department members.

Step #3: Managing Time-Wasters

The main time-wasters for most department heads are visitors, telephone calls, meetings, paperwork, needs of colleagues. The department head needs to learn to say "no", to schedule and set priorities, to delegate and to get on with whatever needs to be done (i.e. avoid procrastination.)

Visitors and Telephone Calls

The best approach is to schedule regular blocks of time to be inaccessible to visitors and telephone calls, except for emergencies. To make the idea work, co-workers must learn to respect those periods, and office assistants need to screen calls and visitors.

Meetings

These can be made more time efficient and productive through organizational and human relations techniques. The basic steps include: (1) deciding on a compatible style for leading meetings; (2) planning the meeting based on goals and purposes of the leader and the meeting itself; (3) drawing up the agenda; (4) making arrangements for a meeting place and other details; (5) using the agenda to guide participants through problem-solving and decision-making; (6) maintaining good human relations among participants; (7) making sure responsibilities are clearly assigned and deadlines for action are set and (8) following up on decisions made and evaluating the meeting's effectiveness.

Paperwork

To conquer paperwork, first categorize mail so that it can be dealt with as *action, information,* or *throw-away items.* Action items with high priority can be answered quickly at a scheduled time of day. Low priority items can be set aside for attention later.

Paperwork should be delegated wherever possible with notes as instructions. An "action file" is useful to line up action items for future handling. For information items, a variety of filing systems should be used, ranging from one for the most used items to one that is tucked away for infrequently used items. Files should be cleared out regularly. Whenever possible, re-route reading matter to colleagues.

Inability to say "NO"

Saying "no" is easier if the department head first asks himself "What would happen if this were not done at all?" Most department heads can dispose of one-quarter of their time demands without significantly affecting performance.

Inability to Schedule

This results from failure to use the skills of planning, ranking, clustering, and delegating. Daily planning should be accomplished first thing in the morning or last thing in the evening by making a "to do" list of the day's main tasks. The tasks should then be placed in priority order and co-ordinated with scheduled appointments so that a block of time is set aside for top-ranked items.

Inability to Delegate

This is a common fault, often because of the attitude that it involves giving one's 'dirty work' to someone else. Department heads should delegate work that promotes staff development, tasks at which they are already skilled, or tasks at which others are more skilled. The department head should perform major tasks that further the department's high priority goals.

Procrastination

This is professionally debilitating because it tends to delay the highest priority tasks while low priority items are more often completed. Recommended anti-procrastination tactics include setting deadlines and telling others of the deadlines, rewarding yourself as sub-tasks are completed and making wise use of discretionary time.

If goals have been set and placed in priority order, completion of the time-saving steps will provide the discretionary time for concentration on those same goals — bringing the department head full circle in the time management process.

Evaluation of Textbooks and Learning Resources

All teachers should have an available copy of approved texts in Circular 14. Examination of all the approved texts will mean that the best books for a particular situation will be recommended. Again, as many teachers as possible should be encouraged to evaluate texts. Present texts may be good, but updating can always take place. It is also useful to have a responsible and knowledgeable student evaluate a new text.

The following check list may help in evaluating a new text: Many of the factors also apply to other types of learning resources.

- Publication date (author, publisher, year, source)
- Mechanical elements (binding, size, cover, type face)
- Organization (approach and format)
- Presentation (style, vocabulary, tone)
- Content (fact, opinion, relevance, accuracy)
- Illustrations (number, kinds, quality)
- Exercises, questions (arrangement, adequacy, challenge)
- References, bibliography, index (detail pertinence)
- Cost and availability (discounts, delivery)
- Approval (Circular 14, school board)

Copyright

Copyright is an issue of serious concern to all teachers. Learning materials intended for student use are not exempt from the provisions of copyright law. Department heads should be fully aware of existing copyright law and take responsibility for keeping informed of changes to the law. The most comprehensive resource regarding copyright law in Canada available at this time is **COPYRIGHT COMPLIANCE,** Canadian Bookseller; Association, Canadian Book Publishers' Council, Association of Canadian Publishers, 1986.

Partners in Action

Department heads should be active supporters of the teacher librarian and the library resource centre in the school. OS:IS, with its emphasis on active involvement in the learning, individualized instruction, and development of independent learning skills, demands that the concept of resource-based learning be adopted. **PARTNERS IN ACTION** outlines a process for implementing curriculum that will serve as a bridge between classroom program and Ontario's goals for education. Teachers in any given department should be made aware of the advantages and possibilities of this type of interaction. With increased resource demands for programs, organization to help with access and control of a larger volume and variety of support materials and information should be welcomed as it can expand program quality and free the department head for other professional tasks by reducing the resource management burden.

Safety

The Principal is primarily responsible for safety in all aspects of the school program. However, there are areas for which the department head has direct responsibility and he or she should also make members of their departments aware of the responsibilities of the teacher.

The following are sources of school safety policies:

A. Ministry of Education:

1. The Acts & Regulations
   With special reference to the *Education Act*,
   R.S.O., 1980, Chapter 129 and Regulation 262.

2. School Program Documents
   a) *Operation Safety Program* 1978
   b) Curriculum guidelines
3. Ministry Memoranda
   a) Safety memoranda (yellow)
   b) Policy/Program memoranda (white) no. 22.

B. Ministry of Labour

1. *Occupational Health and Safety Act*, R.S.O., 1980 Chapter 321.

C. Boards of Education

Statements of Practice
Policy Memoranda

D. School

Rules
Safety Committee recommendations

The following is a current list of Ministry of Education Safety Memoranda:

NUMBER	SUBJECT	DATE OF ISSUE
1	*School and School Board Safety Policy*	84/12/10
2	*Electrical Safety*	Revised 1982
3	*Fire Drill and Evacuation Procedures*	Revised 1982
4	*Gas Installations in Secondary Schools*	Revised 1982
5	*Safety and First Aid Education*	Revised 1982
6	*School Safety Patrols and School Crossing Guards*	Revised 1982
7	*Water and Small boat Safety*	Revised 1982
8	*Eye Safety*	Revised 1982
9	*Traffic Safety*	Revised 1982
10	*School Bus Safety*	83/06/08
11	*Snow Safety*	Revised 1982
12	*Fire Safety in School Activities Classrooms, Laboratories, and Technical Shops*	83/08/22
13	*Disposable Butane Lighters*	Revised 1982
14	*Chemical Gas Cylinders*	Revised 1982
15	*Asbestos Hazards*	Revised 1982
16	*A Trilogy of Films on Drinking & Driving*	83/02/07
17	*Elmer the Safety Elephant Program*	83/04/15
18	*Hazards Associated With Methyl Alcohol (Methanol)*	83/08/19
19	*Solar Eclipse (October 3, 1986) and Potential Danger to Vision*	86/09/15
20	*Unapproved Electronic Educational Kits*	86/03/17
21	*Severe Weather Warning Guidelines*	86/09/02
22	*Playground Equipment*	86/09/22

The following Ministry of Education Policy/Program memorandum deals with aspects of safe school environment related to trespassing.

22	*Trespass, Property Protection and Providing a Safe School Environment*	

Copies of the following Ministry of Labour regulations should be available for members of all schools to read. They are usually posted in the staff room. They consist of the Occupational Health and Safety Act and Regulations for Industrial Establishments and specific regulations for "designated substances." A "designated substance" is a biological, chemical or physical agent or combination thereof... to which the exposure of a worker is prohibited, regulated, restricted, limited or controlled:

Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O., 1980, Chapter 321.

Regulation respecting Coke Oven Emissions,	Ont. Reg. 517/82
Regulation respecting Silica	Ont. Reg. 769/83
Regulation respecting Lead	Ont. Reg. 536/81
Regulation respecting Asbestos	Ont. Reg. August 1982
Regulation respecting Vinyl Chloride	Ont. Reg. 516/82
Regulation respecting Isocyanates	Ont. Reg. 455/83
Regulation respecting Mercury	Ont. Reg. 141/82

The Ministry of Education's Safety Memorandum No. 1, provides a framework for recording and classification of matters relating to school safety. It uses the following categories. The ones marked with an asterisk are those with which department heads and teachers are likely to have the greatest involvement.

1. *School Premises:*
   - * a) *gymnasia and general purpose rooms, laboratories, technical shops including industrial arts rooms, visual arts and family studies rooms, and other specialized classrooms;*
   - * b) *general areas and standard classrooms;*
   - c) *stairs and hallways;*
   - d) *cafeterias and lunchrooms;*
   - * e) *washrooms, change rooms;*
   - * f) *library resource centres;*
   - g) *swimming pools;*

2. *School Grounds:*
   - a) *playing areas (elementary and secondary);*
   - b) *playground equipment;*
   - c) *parking lots;*
   - d) *general school grounds;*
   - e) *outdoor education centres and bush areas, and bodies of water;*
   - f) *bus loading zones.*

3. *School Transportation:*
   - * a) *field trips;*
   - * b) *discipline on buses;*
   - * c) *articles carried on buses;*
   - * d) *personal forms of pupil transportation.*

4. *School Emergencies:*
   - a) *fire;*
   - b) *bus accidents;*
   - c) *persons with weapons;*
   - d) *bomb threats;*
   - e) *injured or impaired students;*
   - f) *hostage taking;*
   - g) *attempted suicides;*
   - h) *local industrial hazards.*

5. *School Environment:*
   - a) *administration of medication;*
   - b) *health care procedures;*
   - c) *absenteeism (safe arrival);*
   - * d) *sound, lighting, and ventilation;*
   - e) *foreign substances.*

Department heads should ensure that members of their department are familiar with relevant safety procedures. These of course will vary from department to department and heads of Science, Physical Education and Technical departments will have special concerns with regards to the use of apparatus and equipment.

It is beyond the scope of this booklet to include forms, check lists and procedures for all safety-related activities. Department heads should be familiar with all the safety rules and procedures that already exist in their school and system and augment and up-date them when necessary. They will be related to the following categories.

A. Out of School

1. Field Excursion
   - — half day
   - — full day
   - — over night
   - — not "high risk"
   - — high risk
   - — open air
2. Athletic Activities
   - — competitive
   - — non-competitive
   - — work experience
   - — co-operative education

B. In School

3. On school grounds
   - — outside
   - — inside but not in classroom
4. In Classrooms
   - — storage of equipment, apparatus, machinery, supplies
   - — use of equipment, apparatus machinery, supplies

Within the provisions of the *Teaching Profession Act* a teacher shall concern himself with the welfare of his pupils while they are under his care.

Every attempt must be made to ensure that teachers are not guilty of unintentional torts in which they inadvertently administer harm through careless behaviour, or through negligence. Thus they should ensure that safety procedures are adhered to at all times.

Students should understand what is expected of them with respect to:

- — their conduct on buses (or other vehicles of transportation, e.g., cars, trains, planes, boats)
- — their behaviour on field excursions
- — the correct use of apparatus, equipment and machinery
- — the potential dangers of certain materials, equipment apparatus or machinery
- — their conduct while participating in school games or athletic activities.

Parents and guardians should be made fully aware of the nature and extent of school excursions and other out of school activities such as work experience and community involvement. They should know what liability insurance coverage exists and what activities are covered by workman's compensation. "Permission to Participate" consent forms should be signed by parents or guardians and received by the school before the student is allowed to participate.

A study of judicial precedents reveals there are no absolute criteria for determining what constitutes negligent action. Accidents do happen and despite exhibiting reasonable care and skill a teacher may still be deemed negligent. In assessing the cause of an accident and hence determining the blame these questions might be asked. Reflection on these might help to avoid a potentially dangerous incident.

- — was the act inherently dangerous or did it merely contain an element of risk?
- — did the defendant take reasonable care to avoid the risk of injury?
- — does the defendant owe a duty of care to the plaintiff?
- — did the defendant's conduct fall below that displayed by others possessing similar skills and training?

Department Meetings

Regular department meetings are important. They can contribute significantly to the overall effectiveness of a department. If properly conducted, they provide opportunities for growth and development of all involved. Strict adherence to formal rules of order is usually not necessary, but there are some key considerations that the department head should be aware of to ensure that the business of a meeting is accomplished efficiently.

Expectations with regard to meetings should be outlined clearly as part of the department's policy statement. The department head should insist on full attendance and provide follow-up with those who could not attend.

There should be an agenda for each meeting. Department members should be given the opportunity to put forth items for the agenda. Information items should be kept to a minimum. The focus of each meeting should be on professional issues. Ideally, there should be long-term planning for meetings so that they are developmental over time.

Minutes should be published with copies sent to all department members and the administration. This practice helps to ensure that there is follow-up on decisions from previous meetings, and that more effective communication takes place.

Outline for an agenda with proper order of business
Consideration of Agenda
Minutes of the previous meeting
Report of action arising from previous minutes
Other business arising from the minutes
Correspondence
Reports (of individuals/committees)
Unfinished business
New business
Elections (when appropriate)
Adjournment

The agenda — points to remember:
1) It should state: a) a reason for each topic b) the importance of each topic (consider order) c) the nature of each topic, i.e. information, discussion, decision.
2) It should be circulated two or three days before the meeting.
3) Other "essential" papers should be circulated with the agenda.
4) The "other business" item should be avoided as it invites unprepared discussions and time-wasting. "Other business" items should be solicited ahead of time.

Department meetings can provide an opportunity for practice of effective leadership and decision-making practices for all department members. If the focus is purposeful (derived in part from the concerns/needs of department members), the discussion is more likely to be meaningful and resulting actions more likely to address significant issues. All department members should be aware of the variety of decision-making processes and how they apply to different situations (see Figure 45).

The department head should be aware that decision by consensus is the most desired method of decision-making, but that it is the most time-consuming. It provides for the greatest participation and ultimately the greatest satisfaction when important decisions have to be made. Consensus is a state in which communications with the group have been sufficiently open to make all members in the group feel that they have had sufficient opportunity to make their individual points of view clear to the group. Ultimately, there will be a decision, subscribed to by the majority, which each individual within the minority clearly understands and is prepared to support.

The department head who is truly interested in improving the calibre of department meetings might find value in employing the services of an objective process observer who would sit in on a meeting and evaluate the group process

for later feedback to the group as a whole. If this process is to be used, the members of the department should understand the nature of the process before-hand. The following list provides the process observer with key things to look for (Figure 46).

FIGURE 45

Type of Decision	Description of Decision Making Style	Situations Where Type of Decision Making Style is Appropriate	Examples
CONSENSUS	A Decision that is taken only when there is a need for widespread agreement among people affected by the decision that it is the proper decision to take.	When acceptance and trust of staff are needed.	-evaluation of teachers -decentralized student attendance system.
COMMAND	A Decision that requires the formal exercise of authority without consultation with anyone affected by the decision.	When the time available to make the decision is constrained and/or when there is a need for special expertise.	-making decisions when a school is on fire -making decisions related to a computerized time-tabling system.
CONSULTATION	A decision that is taken after information is supplied on request by various individuals affected by the decision.	When more input is required i.e. when more information is necessary to make an informed decision.	-constructing a school budget -decisions related to school renovations.
CONVENIENCE	A decision that is taken unilaterally (same type of decision as a command decision but there are different reasons for adopting this decision making style.)	When no one cares about the decision.	-parking lot procedures -decisions as to what company will supply the heating oil to the school

(from LEAD TIME, O.S.S.T.F., 1982)

FIGURE 46

PROCESS OBSERVERS	
Things to Look For:	
Participation:	Did all have opportunities to participate? Were some excluded? Was an effort made to draw people out? Did a few dominate?
Leadership:	Did a leader, as such, emerge? Was a leader designated? Was leadership shared? Was there any structuring of the group?
Roles:	Who initiated ideas? Were they supported? By whom? Did anyone block? Who helped push for decisions?
Decision-Making:	Did group get a lot of ideas suggested before beginning to decide, or did it begin deciding only on a single idea? Did everyone agree with the decisions of others?
Communication:	Did people appear to feel free to talk? Was there any interrupting or cutting people off? Did people listen to others? Was there clarification of points made?
Sensitivity:	Did members appear sensitive to the needs and concerns of each other?
Climate:	Was the climate anxious? Tense? Relaxed?
Recording:	Did someone make accurate notes of the proceedings in order to read back or summarize as needed and to circulate minutes for the next meeting?
Continuity:	Did the meeting begin with a summary of work done to date? Was the goal of the meeting clearly expressed and understood by all? Were plans made for follow-up to the meeting?

School and Community

Index

Introduction **127**

Communication with feeder schools **127**

Communicating the Department Image **129**

- **To students** **129**
- **With staff and other departments** **129**
- **With parents** **130**
- **In the community** **130**
- **With the media** **130**
- **With administration and trustees** **131**

Introduction

Department heads should be concerned with public relations. Strategies for promoting student achievements which ultimately promote the effectiveness of the department should be developed.

Communication with Feeder Schools

Figure 47 summarizes the main areas of communication between elementary and secondary schools which are usually more effective when they involve the secondary department head. In addition to developing rapport with the personnel of the feeder schools, effective communication provides the department head with vital information about the programs in the feeder schools. This is especially important in light of OS:IS which describes the program from grades 7 - 12/OAC. Effective communication between secondary and feeder schools will reduce duplication and omissions in the intermediate curriculum.

Most secondary schools have more and better facilities than the feeder elementary schools. Any sharing of these facilities with the elementary schools does much to build an atmosphere of teamwork between the two panels. Since the secondary school controls these facilities, it would be appropriate for the department head to initiate contact with his elementary school counterparts to offer the use of the secondary school facilities.

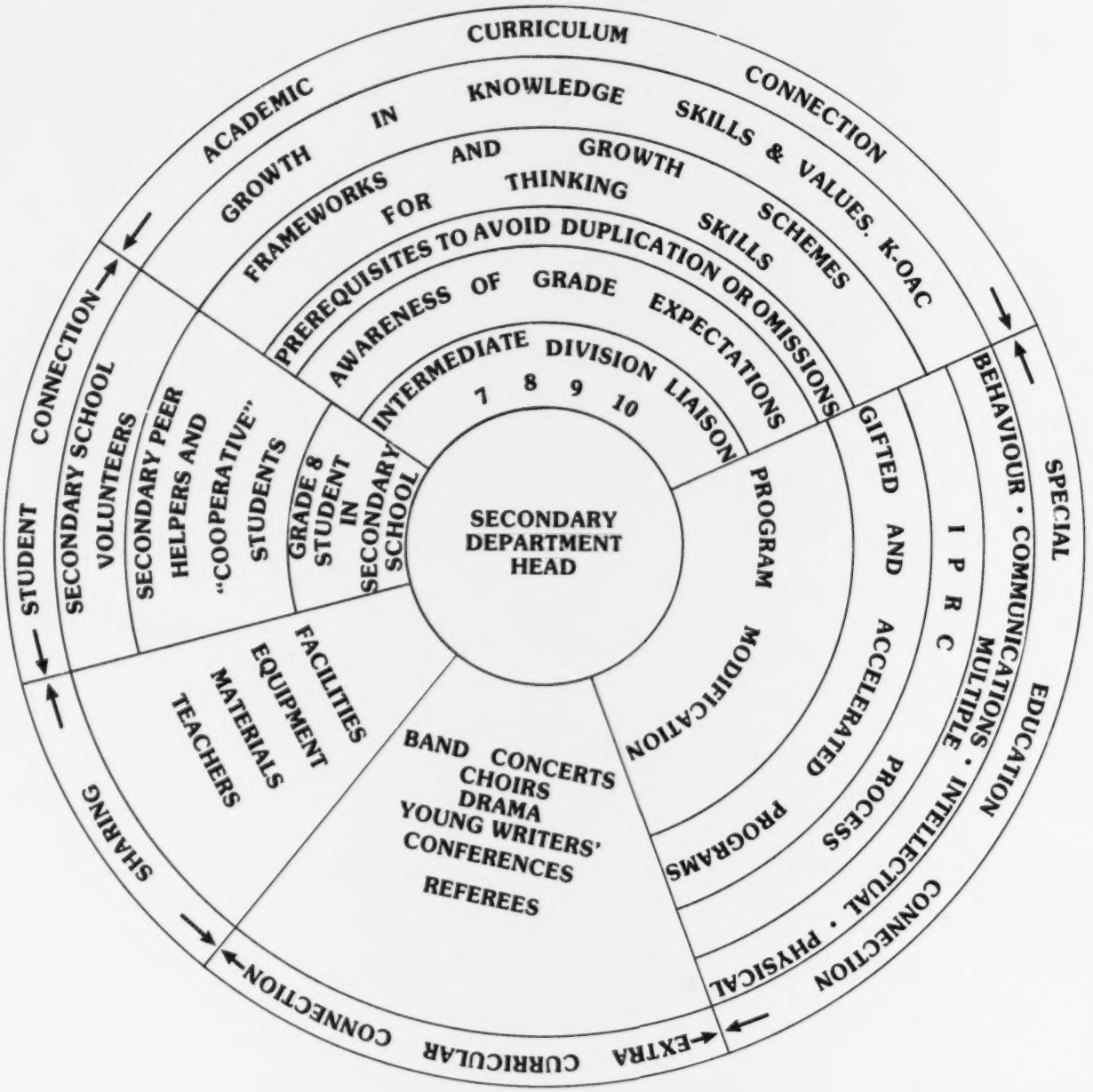
Many formal lines of communication have been initiated in the "OS:IS — Age". The I.P.R.C. process brings teachers of grade eight and grade nine courses and teachers involved in special education together frequently. Other communication links are necessary to:

- co-ordinate "One-Step-At-A-Time" with implementation of the senior Guidance Guideline
- up-date hours of French instruction cards
- transfer English writing folders
- place students taking co-operative education courses in elementary schools
- place "accelerated" grade eight students in grade nine courses
- place students taking "peer-helping" credit courses in elementary schools

Sometimes these "OS:IS — Age" procedures are carried out without the involvement of the department head who may feel grateful that she or he had not been invited to participate in another "add-on" duty. However, the effective head will ensure that she or he is aware of what is happening and is not excluded from the chain of communication. It is at times like these that a knowledge of situational leadership can pay dividends. Some duties could well be delegated to appropriate members of the department.

FIGURE 47

Liaison with Feeder Schools



Communicating The Department Image

To Students

The focus for a department **public image** begins on a one-to-one basis and spreads out from that point.

- make sure your students know of any special projects that your department is going to do. The students should be encouraged to participate.
- publish a monthly update on the activities of your department. Feature a student per month, and include all the departmental news of the month. This is an excellent project for students to do.
- Ask students to evaluate your course by making comments about each course under the course description in your department handbook.
- use student work, art, and projects whenever you can. A student display will always generate good feelings.
- feature a student-a-week in your classroom or hall display. Include a write-up about the student's likes, dislikes, hobbies, out-of-school activities, and views about the school.
- after you have awarded a student some in-school merit award, send the recipient a postcard or short note congratulating him/her again.
- make sure that the student body is aware of programs that are going on in your department. Invite individual students or a class in to share a program that might have overlap from another department.
- organize a speaker's bureau of students who have special interests and skills, Circulate their names and topics on a brochure.
- send letters of commendation to parents of students who have excelled in your programs. Invite them to any presentation ceremonies.
- correct papers with suggestions that can be understood. Write personal notes and encouragement on papers and projects. Have colleagues, or department heads add an additional note.
- establish a **rotary schedule** for extra help after class and during the day.
- arrange for special assemblies whenever your department achieves success, i.e. Science Fair winners, Debating Team winners, Math Award winners, Sports victories, technology fair winners, drama awards and music awards.
- add department awards to Junior Awards programs and Commencements.
- include department activities on the morning announcements.

With Staff and Other Departments

- mark your department rooms and equipment areas carefully on a map of the school, so that substitute teachers or visitors will be able to note "You are here."
- have an information packet of course schedules, programs and other pertinent information for visitors and other staff who work with your department.
- organize a speaker's bureau and invite staff to list topics on which they could speak.
- create a department handbook where you can eleborate on your department's aims and objectives, course outlines and special features of your courses.
- create a video or slide presentation of your department. Involve everybody — students too!
- distribute all department minutes and information to other departments.
- adopt a slogan for your department that fits with your school slogan. Put it in your department memo; use it as a closing in department letters.
- communicate with your feeder schools about school programs that you may have in common. Do they need any typing done that could be done in your school's Business Education Practice office? Would a feeder school appreciate help with their school newspaper or school show plans?
- encourage team-teaching.
- publish a monthly update on the activities of your department. Include out-of-school interests of your staff. Feature a teacher per month.

- have name buttons for each member of your department. Wear them for the first days of each course, when you have guests into the department, and for all school occasions.

With Parents

- have an open-door visitation policy. "Celebrate" department occasions such as opening nights, award ceremonies or special speakers by inviting parents to attend.
- encourage "good news" calls from your department to students' homes.
- make it easy to be motivated, by publishing dates of music nights, athletic contests, drama presentations and art shows early. Provide for child care and transportation if necessary and possible.
- send home feedback sheets with tear-off coupon or send-back questionnaires asking for parental comments on your programs.
- send a postcard home congratulating the student for his/her achievement.
- when you are calling a home, share any coming events or current programs your department is involved in with the parent you are speaking to.
- ask a parent of a different ethnic background to explain the concerns they had/have with their second language. Provide an opportunity for the parent to show some of their native background, and give the students opportunity to ask questions.

In the Community

- make up a welcome button, with the guests' name on it. Wear your own name buttons when guests are in your department.
- have members of the professional community involved in as many department areas as possible. Ask them to be an advisor — then consult them for advice.
- identify key community people and key communication groups who are interested in being involved with the department.
- take classes into the community for any related programs. Tour a factory where there are work experience placements. Take a band rehearsal, or an art class to a community centre or a mall.
- arrange special events at neighbourhood malls, that may tie in with a retail theme.
- have a senior citizen activity pass. Note on the back of it all department occasions for the year, with an open invitation. Offer to provide transportation.
- celebrate appropriate school occasions with a little pizazz.
- put flowers in your secretarial practice office for **National Secretaries Week.**
- "adopt" a business that has shown interest in your department. Make it a special department-business partnership and have the business involved in all your department projects.
- Set up an information booth in the foyer of a business where you have student placements.
- create a video or slide presentation about your department course, aims and objectives.
- speak at community events to explain department aims and objectives, and new courses.
- establish an advisory committee within the community regarding any common concerns. Develop mutual plans, programs and approaches.

With the Media

- public service time is available on radio, television and "community news" sections of the newspaper. Send them quality copy, ready for use. Thank them and make sure others do too, when they use it.
- encourage the media to call you for any features or topics on your area that you might be able to give information on.
- communicate the positive. Presume there is no such thing as "off the record." Carefully shape your message and material.

- inform the media with lots of lead time, about coverage you would like. Some events will be more appropriate for a certain media and some for others.
- send a department "special events" calendar to each media office, then follow it up with a reminder telephone call, when an event is close.

With Administration and Trustees

- keep your trustees informed about the activities of your department, as they can be your best sales people.
- Attach a short personal note about communiques you send to your trustees, when appropriate.
- involve the administration and area trustees in all of the department activities that they have time for; but invite them to everything!
- Get on the agenda at Board meeting with a "good news opener." Share ten minutes or so of the good things that are happening in your department in an audio visual presentation or a student presentation.
- prepare a 15-20 minute presentation on your department to be used in whatever public format the administration/ trustees would like. Volunteer to have the slides, etc. presented in person, or by a member of your department.
- have an **administrator or trustee day** and show-case their contribution to the school. Have the person visit the school the entire day, wearing a name-button. Assign a senior student as a guide.

(NOTE: The section "Communicating the Department Image" was taken from OUR PUBLIC IMAGE, O.S.S.T.F., 1985.)

Conclusion

This resource booklet has been organized as a detailed role description for department heads with emphasis being placed on the most significant changes to the role. These changes are based on recent research into department head effectiveness, current leadership theory, and the demands of OS:IS. Selected practical suggestions for carrying out the various aspects of the role description have been included. The underlying philosophy of the booklet focuses on the need for individual growth in awareness and self-esteem. Willingness to engage in developmental change is essential in order to bring about improvement of professional practice and, ultimately, the enhancement of student learning.

If the role of the department head is to be performed at a high level of effectiveness, several critical needs will have to be met. These areas of need have been identified as: planning for program and staff development, human relations, teacher supervision, and democratic decision-making. These needs can best be met by:

1) **Carefully focused, specifically tailored inservice to develop:**

   a) leadership skills (professionalism) so that professional autonomy can be maintained;

   b) supervisory skills based on the tenets of developmental supervision;

   c) curriculum skills including

      - the development of objectives, strategies and evaluation for courses of study;
      - overall program review, development and implementation;
      - strategies for promoting the department;
      - development strategies for active involvement with staff;

2) Setting priorities to determine what is a reasonable level of growth to be attained or a reasonable number of key aspects to be addressed in a given time period will have to be supported as acceptable, even necessary practice by both department heads and administrators. All things cannot be done at once.

3) Adequate time will have to be provided for the department head to perform critical role functions such as supervision of the quality of instruction and curriculum review development and implementation.

With all of the changes being demanded at the secondary school level, the person best positioned and most capable of implementing and monitoring these changes is the department head. This role holds the potential to have a powerful and positive impact within the educational community.

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Lead Time
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Perspective on Program Evaluation
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The Reading Edge
Student Evaluation: The Bottom Line

OSSTF Evaluation Bulletins

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No. 2 *"Evaluating The Evaluator"*
No. 4 *"Instructional Conferences: A growth process for teachers"*

Appendices

Appendix "A"
From Ontario Regulation 262/81
Duties of Teachers in Charge of Organization Units (or Department Heads)

17. In addition to duties as a teacher under the Act and this Regulation, a teacher appointed under section 15 and 16 shall,

(a) assist the principal, in co-operation with the teachers in charge of other organizational units or programs, in the general organization and management of the school;

(b) assist the principal,

(i) by recommending appointments to the teaching staff of the organizational unit or program.

(ii) by recommending assignments and timetable allotments with respect to the courses or program for which the teacher is responsible.

(iii) in co-ordinating and supervising the teaching in the department or organizational unit.

(iv) in maintaining close co-operation with the community, and,

(v) in assembling information that the principal may be required to provide in accordance with clause 12 (3) (1);

(c) file with the principal up-to-date copies of outlines of courses of study for the organizational unit or program, with sufficient detail to permit the effective co-ordination of the courses of study, each such outline to be in the language of instruction of the class or classes to which it refers;

(d) assist teachers in the organizational unit or program in improving their methods of instruction, in maintaining proper standards for instruction, and in keeping records of the work and achievement of pupils;

(e) ensure that there is reasonable supervision of pupils who are engaged in activity authorized by the board that is performed off school property and that is part of the educational unit or program; and

(f) ensure that equipment for use in courses and activities in the organizational unit or program is maintained in safe working order. O.Reg. 617/81, s. 14.

Appendix "B"
From Ontario Regulation 262/83
Duties of Principals

12 — (1) The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of

(a) the instruction and the discipline of pupils in the school; and

(b) the organization and management of the school.

(3) In addition to duties under the Act and those assigned by the board, the principal of a school shall,

(d) supervise the instruction in the school and assist any teacher in co-operation with the teacher in charge of the organizational unit or program in which the teacher teaches.

(e) report to the board or to the supervisory officer in writing, on request, on the effectiveness of members of the teaching staff and give to the teacher referred to in any such report a copy of the portion of the report that refers to the teacher.

(f) recommend to the board:

(i) *the appointment and promotion of teachers, and*

(ii) *the demotion or dismissal of a teacher whose work or attitude... unsatisfactory, but only after warning the teacher in writing, giving the teacher assistance and allowing the teacher a reasonable time to improve.*

Appendix "C"
Ontario Secondary School Teachers' Federation
Section 4 — Collective Bargaining Tenure Policy

(A) Supervision and Evaluation

1) It is the policy of O.S.S.T.F. that there should be clear separation between:

(a) evaluation of a teacher for the purpose of making administrative decisions on the teacher's future, and

(b) supervision of a teacher for the sole purpose of improving the teacher's performance,

and that where a teacher is being supervised for the sole purpose of improving his/her performance, then the resulting reports should be confidential to the teacher and those directly assisting the teacher. (A.82)

2) Reporting

(a) It is the policy of O.S.S.T.F. that a teacher should be given a copy in writing of any report filed upon him/her at any level of education.

(b) It is the policy of O.S.S.T.F. that no report should be made on any teacher by any higher authority without that teacher being given an opportunity to initial the report and to make written comments if he/she so desires.

(c) It is the policy of O.S.S.T.F. that after any evaluation of a staff, each teacher should receive a duplicate copy of the evaluator's written report on him/her.

(d) It is the policy of O.S.S.T.F. that all evaluation reports should be signed by the teacher concerned and adequate space should be provided for comments by the teacher.

(e) It is the policy of O.S.S.T.F. that all teachers should have access to all reports filed on them by their colleagues, administrators, trustees, and Ministry of Education personnel.

(f) It is the policy of O.S.S.T.F. that no evaluation reports should contain a rating statement other than satisfactory or unsatisfactory. (A.86)

(3) Responsibility

(a) The evaluation and supervision of teachers who are Members of the Ontario Secondary School Teachers' Federation should be the responsibility of Members of the Ontario Secondary School Teachers' Federation.

(b) It is the policy of O.S.S.T.F. that the major responsibility for supervision and evaluation of teachers, including teachers holding in-school positions of responsibility, should rest with the principal. (A.82)

(c) It is the policy of O.S.S.T.F. that department heads should not be involved in writing evaluation reports on a teacher during any formal administrative evaluation whether that administrative evaluation be by the principal or by Board supervisory officers. (A.81)

(d) It is the policy of O.S.S.T.F. that wherever a Member is to be evaluated by a person who is not a Member of O.S.S.T.F., the Member to be evaluated should be entitled to those rights, protections, and guarantees of due process which are in accordance with O.S.S.T.F. Policy and the Regulations under The Education Act. (A.82)

(4) Department heads

(a) It is the policy of O.S.S.T.F. that a department head should co-operate in the supervision of teachers in his/her department in that he/she should:

(1) assist teachers in his/her department in improving their methods of instruction;

(2) keep a log of all assistance given to teachers under (1);

(3) commend to the principal in writing, teachers who are doing satisfactory work, such commendation to be in the from of a general statement with a copy to the teacher, not in the form of documentation form ongoing supervision as in 3 (b);

(4) after having made an honest and determined effort to help and counsel a teacher in his/her department, and after having given the teacher reasonable time to improve, exercise his/her professional responsibility by requesting the principal to supervise the teacher after confidentially notifying the teacher in writing of the precise nature of the problem.

(b) It is the policy of O.S.S.T.F. that the department head should keep confidential at all times, between himself/herself and the teacher concerned, all reports written by himself/herself while assisting the teacher to improve his/her methods of instruction.

(c) It is the policy of O.S.S.T.F. that the department head should carry out to the best of his/her ability, all requests by the principal to assist the teacher further, once formal administrative evaluation of a teacher has begun. (A.82)

(d) It is the policy of O.S.S.T.F. that the role of department heads is in supervision for the improvement of classroom instruction and that it is the role of the principal and vice-principal to perform the evaluation of teachers. (A.86)